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LIPPINCOTT'S NEW HORN-ASHBAUGH SPELLER

INCORPORATING THE FINDINGS OF
A TABULAR ANALYSIS OF
5,100,000
WORDS OF ORDINARY WRITING

BY

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FOR GRADES ONE TO EIGHT



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I-VIII EDITION

NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade I.	150	
“ II.	320	
“ III.. . . .	450	30
“ IV.. . . .	640	80
“ V.	640	80
“ VI.. . . .	640	
“ VII.	640	60
“ VIII.	628	60
Total	4108	310

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PREFACE

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. Under general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. In preparing the first issue of the Horn-Ashbaugh Speller the authors made use of all reliable data in existence at that time. Since that time important investigations have furnished data which make possible in this new book a small but definite improvement in vocabulary, in grading, and in method. The authors therefore present this book to the pupils and teachers of the United States as a new contribution to the solution of the problem of developing a nation of good spellers.

THE AUTHORS.

DECEMBER, 1925

CONTENTS

	PAGE
PREFACE.....	iii
GENERAL DIRECTIONS TO TEACHERS.....	vii
PLAN FOR TEACHING IN RURAL SCHOOLS.....	xxi
DIRECTIONS TO PUPILS.....	xxvii
HELPS FOR TEACHERS, GRADE I.....	2
HOW FIRST GRADE PUPILS CAN LEARN TO SPELL.....	5
LESSONS, GRADE I.....	7
HELPS FOR TEACHERS, GRADE II.....	12
HELPS FOR PUPILS, GRADE II.....	15
LESSONS, GRADE II.....	17
HELPS FOR TEACHERS, GRADE III.....	28
HELPS FOR PUPILS, GRADE III.....	31
LESSONS, GRADE III.....	33
DIRECTIONS TO TEACHERS, GRADE IV.....	44
HELPS FOR PUPILS, GRADE IV.....	47
LESSONS, GRADE IV.....	49
DIRECTIONS TO TEACHERS, GRADE V.....	60
HELPS FOR PUPILS, GRADE V.....	63
LESSONS, GRADE V.....	65
DIRECTIONS TO TEACHERS, GRADE VI.....	76
HELPS FOR PUPILS, GRADE VI.....	79
LESSONS, GRADE VI.....	81
DIRECTIONS TO TEACHERS, GRADE VII.....	92
HELPS FOR PUPILS, GRADE VII.....	93
LESSONS, GRADE VII.....	95
DIRECTIONS TO TEACHERS, GRADE VIII.....	110
HELPS FOR PUPILS, GRADE VIII.....	111
LESSONS, GRADE VIII.....	113
DICTATION EXERCISES.....	127
SUPPLEMENT.....	133
BASE WORDS, PREFIXES, SUFFIXES.....	134
RULES ABOUT SUFFIXES.....	136
RULES ABOUT PREFIXES.....	144
USE OF THE HYPHEN.....	144
USE OF THE CONTRACTION.....	147
SYNONYMS, HOMONYMS, ANTONYMS.....	149
RULES FOR "EI" AND "IE".....	150
WORDS MISSPELLED BECAUSE OF WRONG PRONUNCIATION.....	150

LIPPINCOTT'S NEW HORN—ASHBAUGH SPELLER

GENERAL DIRECTIONS TO TEACHERS

How the Teaching of Spelling May be Improved.—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method.

The Vocabulary.—To solve the first problem one must insure first that the pupils will study all the words which are frequently used in life outside the school; and second, that they will not waste time by being required to learn words which they will seldom use. This problem has been solved for you by the authors of the text. The vocabulary of the previous book was selected from the data from investigations aggregating about 750,000 running words. The vocabulary of this speller is taken from Dr. Horn's compilation of the 10,000 words most commonly used in writing. This compilation represents the careful analysis of over 5,100,000 running words, and includes, in proper proportion, every important type of writing that people commonly do in life outside the school. It utilizes all the data which are available at the present time concerning writing needs in life outside the school. You can be certain that there is no word in this book that is not commonly needed in life outside the school. On the other hand, you can also be certain that there is no word commonly needed in life outside the school which is not in this book. In addition, the vocabulary of this book has been carefully compared with the data from all important investigations of the words most important in reading, writing, and speaking. Among the studies of reading vocabu-

laries are Thorndike's "Teacher's Word Book," and the investigations, by Kircher, Packer, Housh, and others, of words most commonly found in readers. Among the studies of children's themes are those by Jones, Tidyman, Smith, McKee, Superintendent Bauer and the teachers of New Orleans, Assistant Superintendent Brown and the teachers of St. Louis, the teachers of Kansas City, and the teachers of Boston. Among the various studies of children's spoken vocabularies are those by Ernest Horn, Mrs. Ernest Horn, P. C. Packer, Graham, and Mary Phares. No word found in these investigations has been included in the speller unless it is also found with high frequency in writing done in life outside the school. The data from the vocabularies of themes, reading, and speaking have nevertheless been useful in grading the word list and in determining the inclusion or exclusion of words of border-line importance.

The comprehensive investigation upon which this speller is based substantiates in a remarkable way the word list of the previous book. The present list in the light of all known data as to writing needs is 100 per cent efficient in its vocabulary. The earlier word list was a little more than 95 per cent efficient.

If you will examine the book, beginning on page seven, you will see that most of the lessons are numbered with Arabic numbers. These lessons contain the words found to be used most commonly in life outside the school. You will notice also that on pages 58, 74, 107, 126, there are supplementary lessons marked S-1, S-2, etc. These lessons include additional words which are somewhat less frequently used. The supplementary lessons are distributed by grades so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of that year. However, before undertaking these supplementary lessons the teacher should make sure that her pupils have learned thoroughly the regular lessons which contain the more important words.

Grading.—The lessons in each grade are those which the pupils in that grade may most profitably study. The factors taken into consideration in grading these words are as follows:

1. The frequency with which the word is used in writing done in life outside the school.

2. The frequency with which the word is found in reading done outside the school.

3. The occurrence of the word in the spoken vocabulary of the child.

4. The occurrence of the word in the compositions written by the children in each grade.

5. The usefulness of the word in the reading done in each grade.

6. The difficulty which children find in spelling the word correctly in each grade.

For example, the word "all" is among the first 100 words most frequently used in the writing done outside the school. It is also in the first 100 of the words most frequently used in the reading done outside the school. It is among the first 100 words most frequently found in the spoken vocabulary of children up to the age of six. It is reported in the lowest grade in which compositions have been analyzed by the various investigators of children's themes. It is in every first reader. It is very easy to spell, as shown by the fact that only 10 per cent of second grade children miss it. Because of these facts, the word is put in grade one. Each word was placed where it now appears only after a careful study by the authors of the scientific evidence for each of the six factors given above.

The words in the first six grades, therefore, meet several requirements: first, every word is one of permanent value to the child; second, every word is one likely to be needed in the writing done by the child in that grade; third, the words afford such a degree of correlation as is practicable with reading; and fourth, the words are scientifically graded by lessons in increasing order of difficulty.

Beginning with grade seven, some words are introduced which the child is not likely to need in the writing which he does that year, but which are of such critical importance in the child's future writing that they cannot longer be postponed.

In fact, to postpone such words beyond the eighth grade means in most schools that they will not be taught at all. These words are very frequently used in types of adult writing in which misspelling brings to the writer a very heavy penalty. Such, for example, are letters of application. Many of these words such as "recommendation," "business," "equipped," and "efficient," are very difficult to spell. To omit these words from the seventh and eighth grades means that the school fails to protect the child against the exceedingly severe penalties which are imposed for misspelling in adult writing.

Plan of Review.—The provision for the complete elimination of all spelling errors is particularly efficient and thoroughgoing. Not only are the words which most commonly give difficulty especially emphasized, but also each pupil's own special difficulties are eliminated by the method used. Every precaution has been taken to obtain this thoroughness without wasting the pupil's time in studying what he already knows.

During the week in which the lesson is taught for the first time, each pupil is tested three times on each word in the lesson. He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil relearned by him. Two days later each pupil is again tested over this lesson in order to make certain that he has learned it perfectly.

In addition, at the beginning of each grade above the first, the words previously taught which according to Dr. Ashbaugh's investigation still give difficulty are thoroughly reviewed. Finally in grades seven and eight are special review lessons of those words, taught in grades one to eight, which according to the investigation of spelling difficulty in grades nine to twelve seem likely to continue to be missed.

It must be kept in mind that these reviews are not haphazard, nor are they matters of guess work. Each review list is made up on the basis of careful scientific study of persistent errors. This scientific plan for follow up work with all words is unique in the Horn-Ashbaugh Speller. In the past, and in much present teaching, no provision is made for learning words missed in any

lesson. Certainly such learning cannot be taken for granted nor left to mere guess work.

It is clear that such a plan coupled with the spelling which the child does in connection with other school subjects, practically guarantees the development of automatically correct spelling habits. Too often in spelling books the development of such habits is taken for granted. No one who is acquainted with the experiments on forgetting can doubt the wisdom and necessity of a thorough and systematic plan for trial recall and relearning.

Standard Scores.—At the foot of each list or lesson will be found letters indicating three successive grades and a figure beside each. This figure represents for this column the average number of words which children in general spell correctly. The standards were taken from the Iowa Spelling Scale and from a supplementary study conducted by Dr. Ashbaugh to determine the standards for words not included in the original scale. They are placed here in order that pupils and teachers may compare their own results with those of other grades and with results obtained in the country at large. Since it is known that persons who have used only the Horn-Ashbaugh Speller have not before studied the words in a new lesson, the class average on the Monday test may be lower sometimes than the standard given here which is based on children in many schools throughout the country, many of whom have probably had some of these particular words in some spelling lesson in earlier grades. By careful following of the method of study the class score should exceed these standards on Wednesday and greatly exceed them on Friday. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word on the final test.

How to Teach the Lessons.—Special directions, adapted to the needs of primary children are given just before the lessons in grade one, in grade two, and in grade three. These directions should be used in teaching children in these grades, rather than the directions which follow. The directions which follow should be used in grades four to eight inclusive.

Five points of method must be kept in mind as more important than any others:

1. The teacher must test her pupils on each lesson before they begin to study.

2. Each pupil should study only the words which he misspelled on this test.

3. Each pupil must be taught an economical method of studying.

4. Each pupil must see clearly what progress he is making.

5. Controlled reviews must be definitely distributed to prevent the lapse of habits after they have been initiated.

Detailed suggestions for teaching lessons are given in the paragraphs which follow. These suggestions are based on investigations reviewed by Dr. Horn in the 18th Yearbook of the National Society for the Study of Education, and upon other investigations which have been made since the publication of that Yearbook. The method of the Horn-Ashbaugh Speller has been used in all types of public and private schools and has proved uniformly successful. Teachers are urged to follow it as closely as possible. If, however, the teacher can get better results through another method of teaching, she may use it. The book may be used with any of the methods commonly found in elementary schools.

Getting Started Right.—The first few lessons should be spent in systematizing class procedure and in teaching pupils how to study. The authors recommend that the first week of the term be used for this purpose. During this week either of two plans may be followed:

Plan One.—The spelling period may be lengthened in order to allow time for teaching pupils such items as are given below under Plan Two.

Plan Two.—The regular spelling lesson may be omitted for the first week, the period being utilized in teaching pupils how to work. The authors prefer this plan. The words of lesson R-1 may be used to illustrate each step. The following schedule is suggested for carrying out Plan Two.

On Monday—show the pupils the importance of spelling in

letters and in the written work done in the school. Give cases, if possible, where people have been discredited because of spelling errors in letters. Have the pupils read, under "Helps to Pupils," the section on "Why You Should Be a Good Speller."

On Tuesday—teach the pupils the proper use of the pronunciation exercises and how to correct papers. Have the pupils read, on page xxvii, "How to Learn the Words." Give a test on lesson R-1 to illustrate the method.

On Wednesday—teach pupils how to study. Have them learn the steps in "How to Learn to Spell a Word." These steps are given in helps to pupils, page xxviii.

On Thursday—practice applying the method of study in learning the words missed on the Tuesday test under lesson R-1.

On Friday—teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For detailed suggestions on a spelling notebook see pages xvii and xxx.

In the following weeks it is a good plan, at intervals, to have each pupil show that he understands the method of study by illustrating it before the whole class. For the first few weeks it will be necessary to supervise the steps in each day's work very closely.

Remember that even though teachers in the preceding grades are using the method, there may be pupils in your grade who are new to the system, as well as some who have forgotten how to study. From the nature of the method, it is easy to detect any child who is not using it. The child's score on Friday is the final measure of the effectiveness with which he is using the method. The teacher need not worry about the method used by children who make perfect scores on Friday. Any poor score made on Friday by any pupil means that that pupil is in need of special attention on the part of the teacher. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study, the regular work of learning the lessons may begin.

The child must be convinced that every step in the method is a necessary one. He must be carefully trained in applying the

method to the regular lessons. In each grade the teacher must be sure that her pupils can use the method before she puts them upon their own resources.

The Second Week and Following Weeks.—The lessons are planned to be completed in a week. A week's work, therefore, consists of twenty new words and twenty review words except in grades one and two, where the week's work consists of ten new words and ten review words, and in grade three where the week's work consists of fifteen new words and fifteen review words. The daily schedules for grade one and for grade two are found in the pages immediately preceding the lessons for those grades. The following schedule is recommended for grades three to eight inclusive.

Monday.—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the new lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used orally in a sentence. All homonyms should be used in a sentence, as should any word likely to be confused with some word that resembles it in sound. Encourage pupils to ask about the meaning of any word of which they are in doubt. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil but do not have the word spelled at this time.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than they would if no such preliminary exercise were given.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. Explain to the pupils that the purpose of the test is to show each pupil what he needs to study. It may be written on any sort of paper, the words being written

in columns to correspond to the arrangement of the words in the book. A spelling pad has been devised by Dr. Ashbaugh for use with this book. It facilitates the spelling work, provides for a record of individual errors which will assist the pupil in his study period, and furnishes the teacher with a convenient means of keeping a record of the progress of each member of her class. The pad provides for a full semester's work and can be purchased from the J. B. Lippincott Company at a nominal price.

In general, pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed. After the words have all been dictated, have the pupils exchange papers for the purpose of correcting. Be sure that each pupil understands that he is not grading his neighbor's paper but marking misspelled words in order that his neighbor will know which words to study. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word the first time correctly, plainly, and without hesitation, he has not sufficiently learned it. See "Directions to Pupils," page xxviii.

The words may be corrected on the basis of the teacher's oral spelling or by the book. Each word found to be misspelled should be marked wrong by placing after it an **X**.

When the papers have been returned to the owners, each pupil should write the correct form of the words which he has misspelled. The words missed on the test will constitute his work for the week.

Tuesday.—On Tuesday the pupils study, each working on the words he missed on Monday and using the method recommended under "Directions to Pupils." Pupils who made no errors on the test may be excused from this study period, but not from the tests on Wednesday and Friday. It frequently happens that a pupil will spell a word correctly on one test and misspell it on a following test.

The teacher should closely supervise the pupil's study to insure that pupils work aggressively and that proper methods of

learning are used. She should utilize this opportunity to investigate the study methods of children who have shown unsatisfactory results in the final test of the preceding week and to correct wrong habits where such are found to have developed. The Friday tests provide an unfailing index of efficiency. When any pupil makes a poor record on a Friday test, the teacher should inspect his methods of study on the following Tuesday in order to determine and remove the cause of the trouble. While the class as a whole should not be tested on Tuesday, the teacher may test individual pupils to see how effectively they have studied.

Some teachers allow pupils to work quietly in pairs, testing each other near the close of the study period to make certain that each word missed on Monday has been learned.

Wednesday.—Test on the new and on the review lesson. This review lesson should consist of a lesson taught one month before. Since the first four lessons in each grade are made up of words taught in the preceding grade, these should be used during the first month as review lessons. The words should be corrected and the errors recorded as on Monday. Compare the number of errors made on the new words in this test with those made on the new words on the Monday test. This comparison will show the pupil what progress he has made. The remainder of the period may be spent in studying the words missed on this test.

Thursday.—Study the words missed in the new lesson and in the review lesson. Give special attention to the pupils who miss the most words on the Wednesday test.

Friday.—Test on the new and on the review lesson, correct the papers as on Monday, and spend the rest of the period studying the errors made on this final test. Compare the number of errors made on this test with the number made on the first and second tests. The comparison gives the child a measure of accomplishment for the week. The teacher should check all papers on Friday in order to have an accurate record of the status of the pupils at the close of the week's work. Many

teachers have found it helpful to put a chart of the week's progress on the blackboard or on the bulletin board.

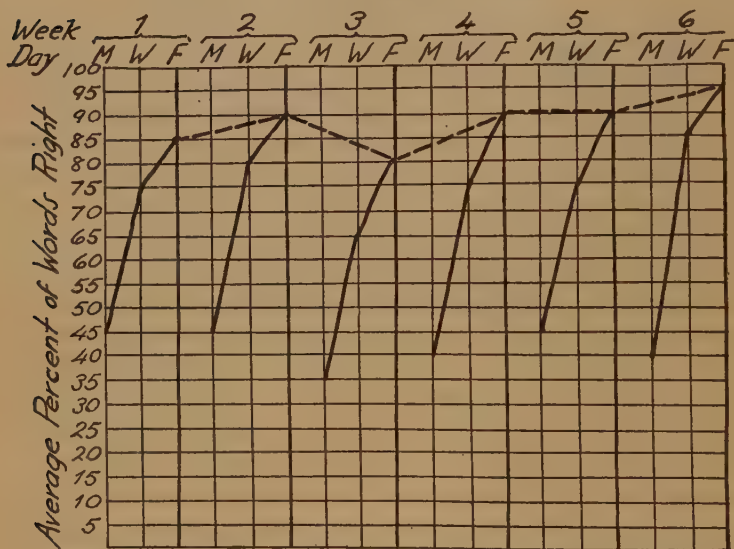
Individual Instruction.—It is clear from the preceding directions that the method of learning and the class administration are intended to insure that each pupil will learn those words which give him difficulty, and that he will, at the same time, progress at his own rate. This means that there will be no study in concert except, of course, in the pronunciation exercise on Monday. Instead, each pupil will work only on the words which he has missed. With the possible exception of the fact that only the commonly used words are taught, this is the most important provision in the book.

The Spelling Notebook.—Each pupil should keep in a notebook the corrected forms of all words misspelled by him in Friday tests or in the writing done in connection with other school subjects. These are his individual demons. The teacher should supervise this record with care. Proper study of this material will awaken a "spelling conscience" and will establish an efficient link between spelling as a separate study and spelling as related to his other studies. One good plan for keeping spelling notebooks is as follows. Underline, in all written work, each misspelled word. Write, on the back of each composition or examination paper, the number of words thus underlined. Require each pupil to learn the correct spelling for each underlined word, and write it on the back of the paper under the number which the teacher has written. These words will be inspected by the teacher and recorded in the pupil's spelling notebook with the date of misspelling.

The Problem of Interest.—Teachers who have used the method which is here recommended have been unanimous in reporting not only that the pupils learned more rapidly, but also that they worked with greater enthusiasm. This increased interest is secured without any use of soft pedagogy. It comes from several sources. First, the pupils know that the words in the book are those most commonly needed in writing. Second, because of the method of grade placement used in this text, the pupils of any grade may be sure that the words which they

study are the words most likely to be needed in the writing which they do in that grade. Third, the pupils quickly see the advantage of centering their efforts on words which they have actually missed. Fourth, by means of standard scores they are enabled to compare their spelling ability with that of children in other parts of the country. Fifth, they can see what they are accomplishing. Sixth, these provisions make possible the joy which comes from doing vigorously and thoroughly a clean-cut

CLASS RECORD GRAPH



Find Class Average Percent of Words Right each day and join Monday to Wednesday and Wednesday to Friday by black or white line. Join Friday points with red line.

task that needs to be done. These are the interests which appeal to sensible men and women in life outside the school, and they have proved sufficient for children. Many attempts have been made to substitute devices for these wholesome and fundamental interests. Such attempts not only fail in their purpose, but actually distract the child's mind from the work he has to do. Sugar-coating inevitably destroys the child's appetite for healthy vigorous work.

As an aid to the pupils on this point the authors suggest that the teacher keep on the blackboard or on a chart hung in a conspicuous place, a graph of the progress of the class. The form on the preceding page is suggested as being easily made and portraying clearly the progress which the class is making.

The same form may be used by each individual pupil by simply recording the number of words which he has right instead of the class average. The graph may be made up for any number of weeks.

Tests.—A fundamental thesis in testing the efficiency with which a given teacher or class has worked is that the pupils should be tested before and after study upon the task assigned to be done. In spelling this means that the test words, both at the beginning and at the end of a term, should be chosen from the lessons which are assigned to be learned during that term. It is manifestly unfair to test the efficiency with which a class has worked by dictating words which it has not studied.

The publishers of this book will furnish gratis to any school using this book tests for use at the beginning and end of each term. These tests were constructed by Dr. Ashbaugh, author of the Iowa Spelling Scales, and satisfy the criteria set forth above. If words are taken from any standard scale for a test, only those words should be chosen which appear in the assignments for that term. The spelling accuracies will be secured, of course, from the standard scale used.

PLAN FOR TEACHING THE LESSONS IN RURAL SCHOOLS

The Horn-Ashbaugh Speller is especially efficient in rural schools. This is to be expected not only because of the effective emphasis on individual instruction and on teaching pupils to study, but also because of the plan, peculiar to the Horn-Ashbaugh Speller, of giving the pupils of each grade a standard by which they may measure their own progress and attainments. Rural schools in which the speller has been used have uniformly reported an improvement over past records.

While the rural-school pupil will study his lessons in the same way as do pupils in graded schools, the method of class administration will, of course, be adapted to the needs of the rural school program.

Alternation and Combination.—The present plan of adjusting the teaching of spelling in the rural school program involves a combination of grades and some plan of alternating the work of the combined grades. Combining grades is now regarded as necessary in rural schools, not only for the subject of spelling, but also for most subjects. According to this plan the teacher combines the pupils of different grades so as to form not more than four groups. The following grouping has been found to be the most satisfactory:

FOR SCHOOLS HAVING EIGHT GRADES

Group I.....	Grades 1 and 2
Group II.....	Grades 3 and 4
Group III.....	Grades 5 and 6
Group IV.....	Grades 7 and 8

FOR SCHOOLS HAVING SEVEN GRADES

Group I.....	Grade 1
Group II.....	Grades 2 and 3
Group III.....	Grades 4 and 5
Group IV.....	Grades 6 and 7

Group I

In one-teacher schools, where all of the grades are taught, spelling in grades one and two is most commonly taught in connection with some other subject such as writing, reading, or composition. If, however, there is time in the daily program for a special class period, it is a good thing to teach the pupils in this grade not only appropriate methods of studying spelling, but also the words which they will most need in their writing. These are the words given in the speller for grades one and two.

Groups II, III, and IV

There are two plans of grade alternation. The following table illustrates the first plan:

This table shows the years in which the work of each grade is studied by each group.

GROUP II		GROUP III		GROUP IV	
Course of Study for		Course of Study for		Course of Study for	
Grade 3	4	5	6	7	8
	1926		1926		1926
1927	1928	1927	1928	1927	1928
1929	1930	1929	1930	1929	1930
1931	1932	1931	1932	1931	1932

This table should be read as follows: Group II, consisting of grades three and four, will study the work of grade four in 1926, and the work of grade three in 1927. Group III will study the work of grade six in 1926, and the work of grade five in 1927. Group IV will study the work of grade eight in 1926, and of grade seven in 1927. This plan, while very simple, has one disadvantage. In the even numbered years, 1926, 1928, etc., grades three, five, and seven begin the school term with words which are very difficult for them. The principal advantage of the plan is the ease with which, from year to year, records can be kept of the work studied by each pupil.

The second plan, that of lesson alternation seems to be better. Under this plan half of the lessons of both grades in any group

are studied each year. In school years beginning on odd numbered calendar years, the odd numbered lessons are studied. Thus Group III would study in 1926 all of the even numbered lessons in the work outlined for both grade five and grade six. In 1927 this group would study the odd numbered lessons in the work outlined for these grades. The authors recommend this plan. It has the fewest disadvantages and the greatest number of advantages. The lessons are relatively easy at the beginning of the year and increase steadily in difficulty, the hardest work coming at the end of the year when the pupil is better able to master it. The following table shows how this plan should be used:

This table shows the lessons which should be studied in a given year by each group in schools having eight grades. This plan can be adapted easily to schools having a smaller number of grades.

GROUP II	GROUP III	GROUP IV
1927, '9, '31	1927, '9, '31	1927, '9, '31
Odd numbered lessons in both grades 3 and 4.	Odd numbered lessons in both grades 5 and 6.	Odd numbered lessons in both grades 7 and 8.
1926, '8, '30, '2.	1926, '8, '30, '2.	1926, '8, '30, '2.
Even numbered lessons in both grades 3 and 4.	Even numbered lessons in both grades 5 and 6.	Even numbered lessons in both grades 7 and 8.

Arrangement of the Daily Program.—An especially efficient arrangement of the daily program has been worked out by Professor Elmer Ritter and Professor Wilmarth in their book, "Rural School Methods." Under this plan a single bloc at the same time each day takes care of the spelling in all groups. This has the advantage of concentrating the teacher's attention on the subject of spelling each day at the same time. The length of this period will depend upon the time assigned in the state course of study. The authors recommend that wherever possible thirty minutes a day be used. In this thirty minutes the work of groups II, III, and IV, grades three to eight, can be efficiently

xxiv TEACHING THE LESSONS IN RURAL SCHOOLS

taught. This plan requires but forty-five minutes a week of actual recitation time for each group. The following table shows how this plan works for the first week of school, and for all succeeding weeks:

A PLAN FOR TEACHING GRADES III TO VIII IN TWO RECITATIONS A DAY (Adapted from Ritter and Wilmarth, Rural School Methods)

First Week

	Group II (Grades 3-4)	Group III (Grades 5-6)	Group IV (Grades 7-8)
Monday ...	Test on new lesson.	Combine groups II, III and IV to teach how to study a word.	Combine groups II, III and IV to teach how to study a word.
Tuesday ...	Study new lesson.	Test on new lesson.	Combine groups II, III and VI to teach how to correct a paper.
Wednesday.	Test on new and review lessons.	Study new lesson.	Test on new lesson.
Thursday ..	Study new and review lesson.	Test on new and review lesson.	Study new lesson. (This gives one 15 minute period for individual help with all groups).
Friday	Final test on new and review lesson.	Study new and review lesson.	Test on new and review lesson.

Second Week and Following

	Group II (Grades 3-4)	Group III (Grades 5-6)	Group IV (Grades 7-8)
Monday ...	Test on new lesson.	Final test on new and review lesson.	Study new and review lesson.
Tuesday ...	Study new lesson.	Test on new lesson.	Final test on new and review lesson.
Wednesday.	Test on new and review lesson.	Study new lesson.	Test on new lesson.
Thursday ..	Study new and review lesson.	Test on new and review lesson.	Study new lesson. (This gives one 15 minute period for individual help).
Friday	Final test on new and review lesson.	Study new and review lesson.	Test on new and review lesson.

In either plan of grade alternation the more advanced grade in the group is expected to do better work than the other grades in the group. For example, in Group II grade 4 is expected to do better work than grade 3. The grade standards at the bottom of each lesson in the Horn-Ashbaugh Speller enable each grade to compare its work with the children of the same grade in other schools. No other speller makes this possible.

DIRECTIONS TO PUPILS

Why These Words Should be Studied.—One of the ways by which people judge the writer of a letter is by the presence or absence of spelling errors. Often a young man or young woman has failed to obtain a desirable position because of spelling errors in a letter of application. Even in the ordinary friendly letter, spelling errors make a bad impression. The words which you are to learn from this spelling book are the words which people most frequently use in writing letters. Thousands of letters were read, and each word found was recorded. This book, therefore, contains the words most commonly used in writing, and does not contain any word which has not been found in letters.

In deciding which words to put in the lessons for any grade the authors of the book selected words most likely to be needed in the writing done in that grade. Therefore, the words that you study this year are not only words which you will always need but also words that you will probably need to write this year.

How to Learn the Words.—The first step in the study of each lesson will be an exercise in pronunciation. Your teacher will pronounce each word for you. Look at your book closely, noticing each syllable as she pronounces it. When the teacher asks you to pronounce the word after her, look at each syllable closely as *you* pronounce it.

The second step in learning the lesson is the test. Write each word as plainly as you can and without hesitation. The purpose of this test is to see whether or not there are any words in the lesson which you cannot spell. The words which you cannot spell will be your work in spelling for the week.

If your teacher asks you to exchange papers for the

purpose of correcting them, be sure to do your work very carefully. If you fail to mark as wrong a word that has been misspelled, the pupil whose paper you marked will not be able to know that the word should be studied, and so will suffer an injury. On the other hand, it will be very confusing if you mark a word wrong which is really correct. In writing one should not only know how to spell but also how to make his letters so that the person who reads the writing can tell exactly what has been written. Many people write so that certain letters cannot be told from certain other letters. This is especially true of z, g, and y; o and a; e and i; t and l; n and u; h and k. When you correct a paper and cannot tell which of two letters the writer intended, mark the word wrong. Also mark it wrong if any letter has been written over or any change made. Any word that has not been learned so that it can be written plainly, without hesitation, the first time should be studied again. After each word wrongly spelled, put a cross—so (X). Remember that the marks of the pupil whose papers you correct are not given on your correction, since marks are made up from the Friday tests which are corrected by the teacher.

The Meaning of "The Standard Number Right."—The words in this book have been given to a great many children in each grade in a number of states. In this way it was possible to find out the number of words which children of each grade ordinarily spell correctly. If you will compare the number of words which you spell correctly in any lesson with the "standard number right" at the bottom of your lesson, you will be able to see how your spelling compares with that of pupils in other parts of the country.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you

the best way to learn to spell. The directions which follow are based on what these men have discovered.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

STEP 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

STEP 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

STEP 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

STEP 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. There is no easy road to good spelling. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you

can do this is to have one of your parents or some friend pronounce each word to you while you write it.

Take Pains with Your Spelling in All Writing.—Take pride in having your compositions and letters free from spelling errors. When you are in the slightest doubt as to how to spell a word, look it up in the dictionary before you write it. When you have found the word in the dictionary, learn it by the method by which you study your regular spelling lessons. In a similar way, if you do make a mistake in spelling in your compositions, learn the word which you misspelled by this same method.

Reviews.—Whenever you have a few minutes after having prepared some lesson, turn back to the errors which you have made on previous spelling tests and spend some time going over the words which you missed on those tests. Occasionally when you are at home, you will find it interesting to have your mother or father or some friend test you over all the words you have missed during the year. You should not be satisfied until you can spell every word correctly.

Notebook.—Keep a spelling notebook. Whether your teacher requires it or not, you will find it very much worth while to keep a spelling notebook. In this you should record all words missed on any test or in composition which you write. If you find that you are frequently missing a word, write it in a special list and review it frequently.

FIRST GRADE

HELPS FOR FIRST GRADE TEACHERS

How the Words for Grade One Were Chosen.—The spelling lessons for grade one contain one hundred fifty different words, in addition to one review lesson of ten words. These one hundred fifty words were selected in the following manner. From among the words most frequently used in writing those were chosen which (1) occur most frequently in the spoken vocabulary of the child before coming to school, (2) are among the words most frequently found in the writing of young children, (3) are in the commonly used primers and first readers, and (4) are easy to spell. You will notice that most of the words are phonetic. These words are therefore those which are most appropriate for the first lessons in spelling. The authors recommend that this work be begun in the second half of the first year.

How to Teach Spelling in Grade I.—Read the general directions to teachers on pages vii to xix, in order to see the relationship of the work of grade one to that of the other grades. The method which you will use is somewhat different from that used in other grades, being adapted to the special needs of first grade children.

First Week.—On Monday have a reading lesson on "Are You Ready to Learn to Spell?" Many first grade pupils can read this lesson at the beginning of the second half year, but you may find it necessary to help some of the slower pupils. See page 5. On Tuesday teach your pupils how to study with you during the Monday exercise which is described below. Have a reading lesson on "How to Study with the Teacher." Use the words of lesson one in this exercise. On Wednesday have the children as a class practice with you once more the Monday exercise which is described below. On Thursday teach the class as a whole how to study a spelling lesson. Have a reading lesson on "How to Study by Yourself." If your pupils cannot read this lesson, you should tell the pupils each step. On Friday have another class exercise to teach pupils how to study a word.

Second Week and Following Weeks.

Monday.—Call attention to the results of the preceding week. Ask the pupils if they think they can do better this week. Pronounce each word distinctly. Have the pupils pronounce it. Write it on the board saying each letter as you write it. Have the pupils say the letters. Call special attention to letters likely to be wrongly written, and to the way letters are joined together.

Tuesday.—Help the pupils to study each by himself according to the directions under "How First Grade Children Can Learn to Spell." Pass from one pupil to another in order to give each the help that he needs. Watch particularly for errors growing out of writing difficulties. Pupils who can spell the words should spend their time trying to write the words better.

Wednesday.—Pronounce each word. Write it on the board saying each letter as you write it. Have the pupils say the letters. Call attention to correct writing of letters observed to give difficulty on Tuesday. Have pupils write each word after you. Have each child save the paper upon which he has written his work.

Thursday.—Direct study as on Tuesday, but devoting special attention to errors made in the words written by the children on Wednesday.

Friday.—Have the pupils write each word as you pronounce it. Have books closed and do not have the words on the board. *Take up the papers.*

Procedure to be followed in schools where children are not taught to write in grade one.—In schools where children are not taught to write in the first grade, the methods recommended here may be adapted by omitting, under "Helps for Teachers" as well as under "How First Grade Children Can Learn to Spell," all suggestions that require writing on the part of the pupils. It must be kept in mind, however, that the complete method recommended here constitutes a very real reinforcement to beginning work in writing.

It will help your pupils to learn to spell if they are encouraged to write letters. Encourage them to write one short letter each

week. Let them plan what to write as a class exercise in the language period. Many of the words they will need are in the lessons for first grade. Some words, however, will not be in these lessons. You should show the children how to write such words. Have a study lesson on "Can You Write a Letter?" page 6.

HOW FIRST GRADE PUPILS CAN LEARN TO SPELL

Are you ready to learn to spell? You are now big enough to study spelling. Look in your book on page 7. How many rows of words are there? How many words are in each row? Each row is one lesson. Look at each of the next three pages. How many lessons has each page?

Now look at the words in the first lesson, on page 7. Can you read all of these words? Say each one. These are words that you use very often when you talk. You need them very often when you write. That is why you should learn to spell them. If you can spell and write the words in the first lesson, you can write this letter to mother.

DEAR MOTHER:

I like to go to school.

TOM

Do you know how to spell any word in the first lesson? If you know how to spell it, can you write it? If you know how to spell a word, you do not need to study it, but you may need to learn how to write it neatly.

Your teacher will help you learn each word but you will have to work hard. Read the lesson, "How to Study with the Teacher." Read the lesson on "How to Study by Yourself." You can learn to spell if you will do what these lessons tell you.

How to Study with the Teacher.—The teacher will say the first word. Look at the word in your book as she says it. Then she will write it on the board. Say each letter softly as she writes it. See how she makes it. See how she joins the letter to the one after it. When she has written the word, say it softly. Then say the letters in it.

How to Study by Yourself:

1. Look at the first word. Say it. Look at each part as you say it again. Now say the letters.

6 HOW FIRST GRADE PUPILS CAN LEARN TO SPELL

2. Close your eyes, say the word and try to see it in your book as you say the letters.

3. Open your eyes and look at your book to see if you said the letters right.

4. Look at the word again. Say it. Look at each part carefully as you say it.

5. Close your eyes. Say the word and try again to see it in your book as you say the letters.

6. Open your eyes and look again at your book to see if you said the letters right.

7. Do this enough times to be sure that you can spell the word.

8. Now try to write the word without looking at your book. If you are not sure how to make a letter, ask your teacher to help you. If you are not sure how to join a letter to the letter after it, ask your teacher to help you.

9. When you are sure you know how to write the word, write it without looking at your book. Then look at your book to see if you spelled it right. If you did, cover the word with your hand so that you cannot copy and write it again. If you spelled it right, write it still once more.

10. If you make a single mistake, start all over again.

Can You Write a Letter?—It will help you to learn to spell if you write letters. Try to write one letter each week. Many of the words you will need to write are in the lessons for first grade. Some words you will need may not be in these lessons. Your teacher will show you how to write the words you need.

Here are some letters you can write:

1. Write a letter to mother. Tell her you like to go to school.

2. Write a letter to father. Tell him you like to go to school.

3. Write a letter to a boy who is sick. What can you tell him?

1	2	3	4
it	day	to-day	can
is	the	me	you
and	all	are	at
go	be	book	dog
see	good	boy	come
to	we	ball	man
dear	play	hand	this
like	top	bed	they
school	going	five	fall
mother	back	take	here

Standard Number Right

I.* ()	I. ()	I. ()	I. ()
II. 8	II. 8	II. 8	II. 8

*The Roman Numeral indicates the grade.

5

6

7

8

he

may

his

not

was

if

my

in

she

for

tell

little

ten

as

out

cat

an

hat

away

on

has

of

into

some

wind

run

give

find

apple

down

over

love

live

make

call

far

him

what

too

after

Standard Number Right

I. ()
II. 7I. ()
II. 7I. ()
II. 7I. ()
II. 7

9	10	11	12
let	do	will	did
that	look	up	no
how	much	cold	door
baby	them	or	then
home	think	thing	tree
cow	time	three	your
now	came	gave	must
her	made	one	green
milk	stop	when	put
there	went	our	about

Standard Number Right

I. ()
II. 7

I. ()
II. 7

I. ()
II. 7

I. ()
II. 7

13	14	15	16-H
big	but	have	way
old	say	so	some
doing	eat	bad	by
last	girl	get	here
us	way	ring	made
by	box	am	one
want	from	night	there
red	send	had	too
sun	six	with	our
two	well	around	two

Standard Number Right

I. ()
II. 7

I. ()
II. 7

I. ()
II. 7

I. ()
II. 7

SECOND GRADE

HELPS FOR SECOND GRADE TEACHERS

How the Words for Grade Two Were Chosen.—The new lessons, numbered 1 to 32 inclusive, contain 320 new words. The lessons numbered R-1, R-2, R-3, and R-4 contain the 40 words which among the words taught in first grade are most frequently missed by second grade pupils. The new words for this grade were chosen in the following manner. From among the words most frequently used in writing and not taught in grade one, those were chosen, (1) which occur most frequently in the spoken vocabulary of the child up to, and including, the age of six, (2) which are among the words most frequently found in the writing of young children, (3) which are in commonly used second readers, if not in earlier readers, and (4) which are relatively easy to spell. These are the words which second grade children are most likely to need in the writing which they do now, as well as in future writing.

How to Teach Spelling in Grade II.—Read the general directions to teachers on pages vii to xix in order to see the relationship of the work of grade two to that of the other grades. The method which you will use is practically the same as that used in grade three and beyond, but is adapted somewhat to meet certain difficulties which second grade children have.

First Week.—On Monday, have a reading lesson on "Why Second Grade Pupils Should Learn to Spell." A few second grade children may have some trouble in reading this lesson. Direct the discussion of this lesson so as to familiarize the pupils with the purposes of spelling and with the book.

On Tuesday, teach the pupils how to study with you the regular Monday exercise described on page 13. Use the words of Lesson One in this practice exercise. Stress particularly the importance of paying attention to the correct pronunciation of the word, at the same time looking at each part of the word as it is said. Have a reading lesson on "How to Study with the Teacher."

On Wednesday, have a reading lesson on "How to Study by Yourself." Illustrate each step in this lesson with words from Lesson One.

On Thursday and on Friday have the pupils practice how to

learn to spell a word. Each child should be able to name and illustrate each step in the process.

Second and Following Weeks:

Monday.—Call attention to the results of the preceding week. Use appropriate methods to stimulate the child to determine to get still better results this week. Then introduce the new week's work by pronouncing each word as the pupils look at the word in their books. Pronounce each word distinctly. Have the pupils pronounce it. If you are not certain that each of your pupils knows the meaning of the word, use it in a sentence. Then write the word on the board, saying each letter as you write it. Call special attention to letters likely to be written wrongly and to the proper way in which the letters are joined together.

After all the words have been pronounced, have the pupils close their books and prepare papers for a written test. This test should be on the new lesson only. It may be written on any sort of paper, the words being written in columns of ten to correspond to the arrangement of the words in the book. Insist on your pupils listening carefully so that in general you will need to pronounce each word once only. Encourage the pupils to write the words without hesitation, but at the beginning of the second grade reasonable time must be allowed for even the slowest children to write each word. No alterations in the first attempt at spelling the word should be allowed. After all the words have been dictated, have each pupil inspect his paper to see whether or not any errors were made. The words may be corrected on the basis of the teacher's oral spelling, or by each pupil comparing his spelling with that in the book. Each misspelled word should be marked wrong by placing after it an X.

The papers should then be handed in to the teacher, since in this grade it is not safe to rely solely upon the corrections made by pupils. The words missed by any child on this test will be those which that child should study on Tuesday.

Tuesday.—Help the pupils to study, each by himself, according to the directions under "How Second Grade Children Can Learn to Spell." Watch the class closely to see that each pupil is using the right method. Pass from pupil to pupil in order to give each the help that he needs in using the method

and in writing the words. Watch particularly for errors growing out of writing difficulties. Pupils who can spell the words may spend their time trying to write the words better.

Wednesday.—Test on the new lesson and on the review lesson. This review lesson should consist of a lesson taught one month before. Since the first four lessons in grade two are made up of the most difficult words taught in grade one, these may be used during the first month as review lessons. There is no pronunciation exercise on Wednesday. Correct the words and mark the errors as on Monday. Compare the number of errors made on this test with those made on the Monday test. Make a strong point of the progress that has been made not only by each child, but also by the class, and stimulate the pupil to greater effort.

Thursday.—Study as on Tuesday. Give special attention to students who made a poor showing on the Wednesday test.

Friday.—Test on the new and on the review lesson. Correct the papers as on Monday and spend the rest of the period in directing study on the errors made on this final test. The teacher should carefully record the errors made on this test.

NOTE.—You probably will have to have reports of errors at the beginning of the following period, since pupils' corrections cannot be relied on in this grade.

NOTE.—Encourage the pupils to write letters frequently. These letters should be short and neatly written. Some of the types of letters which can be written are letters to parents or to relatives telling what has been done at school, letters to relatives or to friends on any topic that interests the pupils, letters of invitation to parents to visit the school upon special occasions, letters to other grade children asking for co-operation in some school enterprise, letters to students who are ill telling them what is going on at school, letters to children who have left your school because their parents have moved to another community.

The words most frequently used in these letters will be in the lessons for grade one and for grade two. However, since the child's vocabulary is much larger than the total number of words in grade one and grade two, he will often need words which he has not studied at the time of writing a letter. He should feel free to ask you how to spell these words.

HELPS FOR SECOND GRADE PUPILS

Why Second Grade Pupils Should Learn to Spell.—

Second grade children are old enough to write letters. You need to spell in order to write letters. The lessons for the second grade contain the words that you will most often need to write during this year. You will need these words as long as you live.

It will help you to learn to spell if you write letters. Try to write one letter each week. Many of the words you will need are in the lessons for the second grade or in the lessons for the first grade. Some of the words that you will need may not be in these lessons. Your teacher will show you how to write the words you need. Here are some letters that you can write: 1. Write a letter to your mother. Tell her something interesting that happened at school **to-day**. 2. Write a letter to your father. Tell him what you like to study best. 3. Write a letter to a pupil who is absent from school. How many things can you think of to say to such a pupil? 4. Write a letter to a friend. Invite your friend to come to see you.

HOW TO LEARN TO SPELL A WORD

How to Study With the Teacher.—The first thing to do in the study of your spelling lesson is to study with your teacher. Your teacher will say the first word. Look at the word in your book as she says it. Pronounce the word, saying each part very carefully. Then your teacher will write the word on the board. Say each letter softly as she writes it. See how she makes each letter. See how she joins the letter to the one next to it. When she has written the word, say it softly. Then say the letters in it.

How to Study by Yourself.—You are now old enough to study your spelling lesson without very much help from the teacher. You will be given a test on each lesson before you study the lesson. The words which you miss on this test are the words which you should study. A great many men have spent much time and money to find out the best method for most pupils to use in learning to spell. The method which is given below is the best that has been found so far.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Look at the word. Say it. Look at each part as you say it again. Then say the letters.

STEP 2.—Close your eyes. Say the word. Then try to remember how it looked in your book as you say the letters.

STEP 3.—Open your eyes and look at your book to see if you said the letters right.

STEP 4.—Now try to write the word without looking at your book. Then look at your book to see if you spelled it right. If you did not, go through the first three steps again. If you spelled it right, cover the word with your hand so that you cannot copy and write it again. If you spelled it right this time, write it one more time.

STEP 5.—If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

You are almost certain to become a good speller if you do all of these steps right and work hard.

R-1

R-2

R-3

R-4

by	him ^x	her	too
one ^x	six ^x	now	our
bed	with ^x	fall	two
sun ^x	make	must	well
put ^x	want	when	back
milk	send ^x	live	went
find	gave	what	after
made ^x	take	here	there
green ^x	down	apple	about
night ^x	mother	school	around

Standard Number Right

II.* 6	II. 6	II. 6	II. 5
III. 8	III. 8	III. 8	III. 7

*The Roman Numeral indicates the grade.

1	2	3	4
hen	rub	fat	gold
May	bee	got	lot
sat	pie	told	toy
land	/year	/fast	feet
hot	/glad	/grass	hit
/inside	lay	Miss	most
wall	name	same	sand
papa	best	bring	lost
stand	hold	Mr.	wish
part	cup	ever	kiss

Standard Number Right

I. ()
 II. 7
 III. 9

I. ()
 II. 7
 III. 9

I. ()
 II. 7
 III. 9

I. ()
 II. 7
 III. 9

5	6	7	8
corn	cap	its	hill
pin	ice	/ship	playing
till	flag	miss	fun
wet	tip	rain	sleep
fish	/ food	can't	cut
car	black	shall	/head
step	read	doll	/street
forget	arm	kind	just
upon	very	Sunday	/town
sell	/spell	/ place	rug

Standard Number Right

I. ()
 II. 6
 III. 8

I. ()
 II. 6
 III. 8

I. ()
 II. 6
 III. 8

I. ()
 II. 6
 III. 8

9	10	11	12
pig	bell	dry	fed
thank	end	bread	girls
pay	rest	yet	took
met	stick	seen	along
win	hay	hard	help
side	been	song	under
spring	never	could	dark
pick	gate	nothing	once
stay	work	these	walk
pass	spot	yesterday	teacher

Standard Number Right

I. ()
 II. 6
 III. 8

I. ()
 II. 6
 III. 8

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

13

14

15

16

fly

ear

lip

men

hands

doors

homes

plant

than

yes

stove

soon

ask

sit

ate

bank

late

hear

letter

light

were

sweet

where

while

dinner

cream

done

drive

only

off

outside

park

winter

try

yard

yellow

pull

warm

Mrs.

high

Standard Number Right

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

17	18	19	20
sing	grow	push	lips
shoe	string	window	schools
pen	keep	mud	left
foot	farm	fine	feed
set	pine	seed	ride
brother	better	both	bird
more	lady	might	large
stood	something	still	spelling
next	first	many	ground
sick	train	supper	those

Standard Number Right

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

21

22

23

24

lock

star

swim

gets

somebody

throw

would

apples

morning

poor

room

each

fell

four

glass

fair

said

sheep

shot

paper

boat

butter

buy

behind

leg

myself

new

know

start

store

summer

show

house

need

move

fire

their

says

roof

wash

Standard Number Right

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

shoes

rag

ran

dogs

times

rings

shoot

swing

cake

sold

snow

bill

deep

barn

bear

coming

near

long

mamma

mine

wood

who

why

windows

gone

face

felt

found

round

reader

right

road

every

alone

clock

dress

white

garden

block

write

Standard Number Right

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

I. ()
 II. 5
 III. 7

29	30	31	32
looked	boys	full	tail
trees	story	yours	should
child	small	coat	rose
drop	blue	dust	happy
oh	looking	open	sister
alive	wide	any	close
hang	flower	horse	nice
saw	river	seven	table
eye	don't	father	other
which	before	water	pink

Standard Number Right

I. ()	I. ()	I. ()	I. ()
II. 5	II. 5	II. 5	II. 5
III. 7	III. 7	III. 7	III. 7

GRADE THREE

HELPS FOR THIRD GRADE TEACHERS

The advanced lessons, numbered 1 to 30 inclusive, contain a minimum list of 450 new words. The supplementary lessons numbered S-1 and S-2, contain 30 words which are not so important as are the words in the regular lessons. These supplementary lessons are meant for those schools which, because of the long school term or for other reasons, finish the minimum list before the end of the school term or year. The lessons marked R-1, R-2, R-3, and R-4 are made up of the 60 words taught in preceding grades which are most likely to give difficulty to third grade children. They are repeated here for additional review. The words in the lessons for grade three are those which, according to investigations of children's themes and investigations of children's spoken vocabularies, third grade children are most likely to need to write.

HOW TO TEACH THE LESSONS IN GRADE III

For the first few lessons direct your attention especially to systematizing class procedure and to teaching pupils how to study effectively. Read carefully again the suggestions on pages vii to xix. The chief things to keep in mind are:

1. Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advanced lesson and one review lesson. The review lesson in each case is the fourth lesson preceding the new lesson that is being studied for the week; that is, it is made up of a week's work one month old. For example, Lesson Five contains 15 new words to be learned in one week. During the same week Lesson One should be reviewed. The lesson for the first week consists of column one, which is the new lesson, and of column R-1, which is the review lesson.

2. WHAT TO DO THE FIRST WEEK—How to Get Started Right. The authors recommend that the teacher make certain, during the first week, that the pupils are started right. This may be done by lengthening the spelling period somewhat

during the first week, or by spending the first week in teaching pupils how to work. If the latter plan is used, the following schedule is suggested:

Monday.—Show the pupils the importance of spelling in letters and in the written work done in the school. Have the pupils read under “Helps for Pupils” the section on “Why Third Grade Pupils Should Learn to Spell.” See also “General Directions to Teachers,” pages xii and xiii.

Tuesday.—Teach the pupils the proper use of the pronunciation exercise. Teach them also how to correct papers. Have the pupils read on page xxviii how to correct spelling errors. Give a test on Lesson R-1 to illustrate the method.

Wednesday.—Teach pupils how to study. Have them read under “Helps for Pupils” the section on “How to Learn to Spell a Word.”

Thursday.—Practice applying the method to learning the words missed in the Tuesday test on Lesson R-1.

Friday.—Teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For more detailed suggestions see page xiii in the “General Directions to Teachers.”

3. SECOND WEEK AND FOLLOWING.—What to Do Each Day.

Monday.—Give a pronunciation exercise on the new lesson. Then, before study, test the class on the new lesson to show each pupil what he needs to study.

Tuesday.—Supervise the pupils’ study. See that each pupil is using a proper method of study.

Wednesday.—Test on the new and on the review lessons to show each pupil what he needs to study. There is no pronunciation exercise on Wednesday.

Thursday.—Supervise the pupils’ study. Give particular attention to pupils missing the most words on the Wednesday test.

Friday.—Final test on new and review lessons. Have each pupil inspect his own paper in order to discover which words he missed. Then take the papers up and correct them yourself. Prepare a graph or chart to show the progress for the week.

4. **INDIVIDUAL INSTRUCTION.**—Keep your attention directed to the needs of each child. It is particularly important to make sure that all poor spellers are taught the right method of study.

5. **KEEP UP AN AGGRESSIVE INTEREST.**—This method like any other method will fall short of the best results unless both the teacher and the pupils set high standards of accomplishment and set up an aggressive interest in keeping up these standards. For suggestions as how to keep the interest sustained see page xvii, "The Problem of Interest," and page xi, "How to Teach the Lessons."

Spelling Notebook.—Read carefully the directions beginning on page xvii for keeping a spelling notebook.

Writing Letters.—Third grade children should be encouraged to write letters frequently. It adds very greatly to the school spirit if pupils are encouraged to write letters of sympathy to pupils who are unable to come to school because of sickness or for other good reasons. Such letters may also contain information which will enable the absent pupils to keep in touch with what is going on at school. The relation between the home and the school is strengthened by encouraging pupils to write to parents, grandparents, or to other relatives, what happened or is being accomplished at school. The words in the third grade list are those which third grade pupils are most likely to use in their written work. It is important that there be enough written work to provide, in a natural setting, for the use of these words in writing.

HELPS FOR THIRD GRADE PUPILS

Why Third Grade Pupils Should Learn to Spell.—Third grade pupils are old enough not only to write letters, but also to write compositions. You need to know how to spell in order to write either letters or compositions. The lessons for the third grade contain the words that you will most often need to write this year. You should learn all of these words because you will need them as long as you live. It will help you to learn to spell if you write letters. Try to write one letter each week. You should be able to write longer letters than you did in the second grade. Many of the words you will need are in the lessons for the third grade or in the lessons for the first and second grades. Some of the words that you will need may not be in the lessons. Your teacher will show you how to spell these words.

What letters do you think you can write? Can you write a letter to your father and mother? What would you tell them? Can you write a letter to your grandmother? What would she like to know? Can you write a letter to a pupil who is sick at home? What would he like to know? Can you invite a friend to come and see you? What should you write in your invitation?

HOW TO LEARN TO SPELL A WORD

How to Study with the Teacher.—You begin the study of each lesson by working with the teacher. Your teacher will say each word. Look at the word in your book as she says it. Pronounce the word, saying each part very carefully. If there is any word the meaning of which you do not know, ask your teacher to use it in a sentence.

How to Study by Yourself.—You are now old enough to study your spelling lesson without very much help from the teacher. You will be given a test on each lesson before you study the lesson. The words which you miss on this test are the words which you should study. A great many men have spent much time and money to find out the best method for most pupils to use in learning to spell. The method which is given below is the best that has been found so far.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Look at the word. Say it. Look at each part as you say it again. Then say the letters.

STEP 2.—Close your eyes. Say the word. Then try to remember how it looked in your book as you say the letters.

STEP 3.—Open your eyes and look at your book to see if you said the letters right.

STEP 4.—Now try to write the word without looking at your book. Then look at your book to see if you spelled it right. If you did not, go through the first three steps again. If you spelled it right, cover the word with your hand so that you cannot copy and write it again. If you spelled it right this time, write it one more time.

STEP 5.—If all three trials are right you may say that you have learned the word for the day. If you make a single mistake begin with step one and go through each step again.

You are almost certain to become a good speller if you do all of these steps right and work hard.

R-1	R-2	R-3	R-4
buy	leg	arm	wet
next	roof	met	been
shoe	pull	Mrs.	only
miss	need	says	both
wash	warm	pass	move
hang	fire	took	done
alive	high	know	than
right	alone	would	shall
while	write	block	mamma
white	clock	which	throw
those	might	small	horse
don't	these	their	glass
reader	yellow	stick	street
before	behind	coming	yesterday
looked	should	garden	something

Standard Number Right

I. 9	II. 9	II. 9	II. 9
II. 12	III. 12	III. 12	III. 12
IV. 14	IV. 14	IV. 14	IV. 14

1	2	3	4
bag	bow	bud	cry
pipe	poem	pray	rode
makes	names	often	page
papers	picked	places	tender
sees	knee	lived	ago
fool	card	ink	kill
sent	grade	key	week
ill	meat	belong	blow
tent	become	fill	carry
king	cent	dig	free
band	faces	mad	Monday
cuts	grand	oil	son
hall	nut	singing	snowing
lake	seeing	tenth	war
rich	standing	without	add

Standard Number Right

II. 9
III. 12
IV. 14

II. 9
III. 12
IV. 14

II. 9
III. 12
IV. 14

II. 9
III. 12
IV. 14

5	6	7	8
God	gun	kid	lap
sail	sang	save	sets
reads	roses	shake	shows
things	trains	clothes	cutting
bake	became	calling	afternoon
cover	Friday	children	care
dance	die	city	cook
game	east	forgot	gray
even	finding	longer	hour
pins	helping	mark	hunt
life	lives	nine	noon
reach	picking	pages	older
post	plow	rock	true
shop	stone	soft	washing
to-night	slow	clear	cost

Standard Number Right

II. 7	II. 7	II. 7	II. 7
III. 11	III. 11	III. 11	III. 11
IV. 13	IV. 13	IV. 13	IV. 13

9	10	11	12
led	pan	sea	tea
tall	tear	won't	banks
smoke	south	stuck	takes
farmer	flowers	pulled	rubber
added	ahead	air	also
art	asking	bet	beside
bat	bit	brick	bright
bunch	class	clean	cooking
danger	puts	fishing	fit
flour	fur	given	dinners
gather	hair	held	later
leave	making	meal	mail
mouth	neck	pack	mind
race	reading	roll	peach
sending	shut	test	seat

Standard Number Right

II. 6
III. 10
IV. 12

II. 6
III. 10
IV. 12

II. 6
III. 10
IV. 12

II. 6
III. 10
IV. 12

13	14	15	16
arms	bath	cars	days
birds	boats	brave	calls
talk	tells	threw	tooth
silent	looks	stores	stamp
plate	slip	snowed	sound
wake	teach	teeth	walking
across	again	always	another
aunt	beat	birthday	called
bite	blood	body	case
count	cross	darling	dead
farmers	fellow	fight	finger
half	happen	having	ears
law	leaves	lie	longest
money	month	nearly	none
ours	oven	own	pair

Standard Number Right

II. 5	II. 5	II. 5	II. 5
III. 9	III. 9	III. 9	III. 9
IV. 12	IV. 12	IV. 12	IV. 12

17	18	19	20
desk	draw	dull	eyes
candy	cards	cents	drink
towns	trick	wants	woods
letters	pulling	sisters	sixteen
stamps	such	taking	talks
track	wild	yourself	eight
anything	April	asked	asleep
begin	Christmas	basket	church
chair	cloth	coal	corner
died	egg	evening	everything
fix	floor	grandma	great
hole	hundred	jump	lace
loved	matter	mean	meet
nor	nose	number	orange
party	pencil	pillow	planted

Standard Number Right

II. 5
III. 9
IV. 12

II. 5
III. 9
IV. 12

II. 5
III. 9
IV. 12

II. 5
III. 9
IV. 12

21	22	23	24
flying	goes	hope	kick
drove	games	drinking	gives
blocks	books	brings	comes
slipped	strong	turning	brothers
please	pocket	pole	porch
row	saved	sew	shade
sometime	sugar	taken	talking
twenty	use	washed	weak
afraid	almost	badly	because
change	chicken	coffee	color
fence	fifteen	file	heard
lesson	cool	living	lunch
paint	painted	penny	people
saving	shame	sheet	sight
turn	used	wagon	wanted

Standard Number Right

II. 4	II. 4	II. 4	II. 4
III. 8	III. 8	III. 8	III. 8
IV. 11	IV. 11	IV. 11	IV. 11

25	26	27	28
lawn	line	lots	moon
hills	kinds	knife	lines
covers	eating	horses	houses
sleeping	pictures	chickens	mothers
pound	pure	reached	rolling
silver	sink	sir	slide
third	thought	thread	tie
wheel	whenever	wool	word
began	bought	broke	brought
copy	country	doctor	does
himself	iron	killed	knew
match	maybe	moved	named
picture	pretty	quick	ready
sore	stair	steam	sum
watch	wear	Wednesday	welcome

Standard Number Right

II. 4
III. 8
IV. 11

II. 4
III. 8
IV. 11

II. 4
III. 8
IV. 11

II. 4
III. 8
IV. 11

29	30	S-1	S-2
ones	pile	bean	cane
stairs	loves	nail	rice
lights	nights	rope	salt
midnight	swimming	eats	farms
basket ball	sometimes	drew	frost
soap	sorry	laying	throwing
tiny	Tuesday	cape	sailed
worked	above	bone	sharp
brown	catch	mother's	straw
early	easy	shell	grows
learn	less	asks	bags
neat	opened	bears	eggs
riding	rip	jumped	readers
thick	tire	runs	ships
wheat	wire	songs	walls

Standard Number Right

II. 4	II. 4	II. ()	II. ()
III. 8	III. 8	III. ()	III. ()
IV. 11	IV. 11	IV. ()	IV. ()

GRADE FOUR

DIRECTIONS TO FOURTH GRADE TEACHERS

The new lessons, numbered 1 to 32 inclusive, contain 640 new words. The four supplementary lessons, numbered S-1, S-2, S-3, S-4, contain 80 additional new words and are meant for schools which, because of a long term or for other reasons, finish the minimum list of words before the end of the year. The lessons marked R-1, R-2, R-3, R-4 are made up of the 80 words taught in preceding grades which are most commonly misspelled by fourth grade children. These words are repeated here for additional review.

HOW TO TEACH THE LESSONS IN GRADE FOUR

For the first few lessons direct your attention especially to systematizing class procedure, and to teaching pupils how to study effectively. Read carefully again the suggestions on pages vii to xix. The chief points to keep in mind are:

1. Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advanced lesson and one review lesson. The review lesson in each case is the fourth lesson preceding the new lesson that is being studied for the week; that is, it is made up of a week's work one month old. For example, Lesson 5 contains 20 new words to be learned in one week. During the same week Lesson 1 should be reviewed. The lesson for the first week consists of column one, which is the new lesson, and of column R-1, which is the review lesson.

2. WHAT TO DO THE FIRST WEEK—How to Get Started Right. The authors recommend that the teachers make certain during the first week, that the pupils are started right. This may be done by lengthening the spelling period somewhat during the first week, or by spending the first week in teaching pupils how to work. If the latter plan is used, the following schedule is suggested:

Monday.—Show the pupils the importance of spelling in letters and in the written work done in the school. Have the pupils read under "Helps for Pupils" the section on "Why You

should Be a Good Speller." See also "General Directions to Teachers," pages xii and xiii.

Tuesday.—Teach the pupils the proper use of the pronunciation exercise. Teach them also how to correct papers. Have the pupils read on page xxviii how to correct spelling errors. Give a test on Lesson R-1 to illustrate the method.

Wednesday.—Teach pupils how to study. Have them read under "Helps for Pupils" the section on "How to Learn to Spell a Word."

Thursday.—Practice applying the method to learning the words missed in the Tuesday test on Lesson R-1.

Friday.—Teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For more detailed suggestions see pages xiii and xiv, in the "General Directions to Teachers."

3. SECOND WEEK AND FOLLOWING.—What to Do Each Day.

Monday.—Give a pronunciation exercise on the new lesson. Then, before study, test the class on the new lesson to show each pupil what he needs to study.

Tuesday.—Supervise the pupils' study. See that each pupil is using a proper method of study.

Wednesday.—Test on the new and on the review lesson to show each pupil what he needs to study. There is no pronunciation exercise on Wednesday.

Thursday.—Supervise the pupils' study. Give particular attention to pupils missing the most words on the Wednesday test.

Friday.—Final test on new and review lessons. Have each pupil inspect his own paper in order to discover which words he missed. Then take the papers up and correct them yourself. Prepare a graph or chart to show the progress for the week.

4. INDIVIDUAL INSTRUCTION.—Keep your attention directed to the needs of each child. It is particularly important to make sure that all poor spellers are taught the right method of study.

5. KEEP UP AN AGGRESSIVE INTEREST.—This method like any other method will fall short of the best results unless both the teacher and the pupils set high standards of accomplishment

and set up an aggressive interest in keeping up these standards. For suggestions as to how to keep the interest sustained see page xvii, "The Problem of Interest," and page xi, "How to Teach the Lessons."

Spelling Notebook.—Read carefully the directions beginning on page xvii for keeping a spelling notebook.

Writing Letters.—Fourth grade children should be encouraged to write letters frequently. It adds very greatly to the school spirit if pupils are encouraged to write letters of sympathy to pupils who are unable to come to school because of illness or for other good reasons. Such letters may also contain information which will enable the absent pupils to keep in touch with what is going on at school. The relation between the home and the school is strengthened by encouraging pupils to write to parents, grandparents, or to other relatives, what happened or is being accomplished at school. The words in the fourth grade list are those which fourth grade pupils are most likely to use in their written work. It is important that there be enough written work to provide, in a natural setting, for the use of these words in writing.

HELPS FOR FOURTH GRADE PUPILS

Why You Should be a Good Speller.—Fourth grade pupils are expected to write a great many more letters, as well as a great many more compositions, than do the pupils of grade three. The lessons for fourth grade contain the words which fourth grade children are most likely to need to write. Each of these words is also one which you will need to write all your life. If you will do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly. Take even more pride in spelling every word right in all of the writing that you do.

HOW TO LEARN TO SPELL

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words which you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

STEP 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper.

In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

STEP 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

STEP 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

STEP 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxvii and ending page xxx; you will find other valuable suggestions for improving your spelling.

R-1	R-2	R-3	R-4
ie	bit	sew	sore
fix	nor	roll	knew
rip	pair	easy	carry
soft	copy	beat	ready
mind	does	track	sheet
turn	nose	penny	began
iron	tiny	third	maybe
bite	month	named	rubber
lace	shame	flour	corner
file	color	steam	opened
fire	stair	leaves	happen
cloth	learn	pillow	nearly
badly	brick	afraid	cutting
heard	killed	almost	chicken
match	across	pretty	fifteen
slide	called	pencil	painted
orange	saving	matter	hundred
coffee	living	picture	anything
rolling	thread	reached	Wednesday
sending	planted	himself	everything

Standard Number Right

II. 10	III. 10	III. 9	III. 9
V. 15	IV. 15	IV. 14	IV. 14
V. 18	V. 18	V. 17	V. 17

1	2	3	4
ends	falls	all right	gain
laws	legs	flat	rise
plates	plays	lies	sheets
sale	sake	rested	smile
guns	hogs	lamp	lend
state	falling	Jan.	Nov.
age	helps	Feb.	real
west	cannot	silk	thanking
working	date	June	inch
stage	March	July	form
report	telling	father's	rail
thinking	trip	larger	wife
able	being	rent	bringing
born	market	saying	camp
earth	Aug.	adding	farming
spent	blame	crop	between
battle	apart	boxes	death
cared	brush	belt	board
music	burn	covering	closed
cattle	cleaning	dearest	company

Standard Number Right

III. 15
IV. 18
V. 19

III. 14
IV. 17
V. 19

III. 14
IV. 17
V. 19

III. 14
IV. 17
V. 19

5	6	7	8
awake	base	growing	becomes
gang	giving	grades	heads
marked	rooms	sends	mile
roads	sport	tears	shades
mix	rides	rugs	seats
Oct.	October	teaching	trunk
north	tank	field	anyone
print	December	hardly	football
counting	forgive	January	kindly
Dec.	island	heat	sunshine
beg	friend	grain	hunting
dandy	branch	calf	holding
forest	enough	whole	dozen
dream	merry	jar	dollar
drug	seem	office	fresh
lovely	smaller	treat	everybody
proud	bother	thousand	I'll
seventy	fail	build	program
fact	handle	follow	glasses
grew	ticket	largest	agent

Standard Number Right

III. 12	III. 12	III. 12	III. 12
IV. 16	IV. 16	IV. 16	IV. 16
V. 18	V. 18	V. 18	V. 18

9	10	11	12
blind	holds	boards	brass
heart	minds	needs	job
miles	stars	stays	offer
sides	o'clock	silly	steps
shirt	turns	truck	toe
master	mill	nobody	oats
point	printed	railroad	sack
short	sixty	smart	someone
deed	ought	everyone	fifty
harder	inches	invite	lead
load	lumber	mailed	member
answer	anyhow	anyway	anywhere
branches	building	center	chance
county	deliver	dressed	during
feel	filled	funny	hate
moving	plain	raise	return
talked	thirty	visit	won
fear	gift	gown	getting
dare	wanting	vote	study
peace	grown	fruit	front

Standard Number Right

III. 11
IV. 15
V. 17

III. 11
IV. 15
V. 17

III. 11
IV. 15
V. 17

III. 11
IV. 15
V. 17

13	14	15	16
bus	cans	chairs	changes
tables	kids	knows	lack
tests	parts	path	plants
thanks	thinks	strike	word
fond	fought	tied	truth
order	person	gloves	lamps
sad	safe	speak	staying
sort	starting	wishing	world
handed	I'm	sin	sixth
learned	leather	swell	storm
nap	officer	gladly	guess
awhile	booklet	wrong	ways
cleaned	coast	absent	auto
eighty	failed	excuse	figure
itself	mailing	present	parlor
noise	rough	prize	reaches
kindness	wished	writing	picnic
seemed	pump	zero	wait
spend	pleased	played	liked
farther	fields	until	voice

Standard Number Right

III. 11	III. 11	III. 10	III. 10
IV. 15	IV. 15	IV. 14	IV. 14
V. 17	V. 17	V. 17	V. 17

17	18	19	20
engine	colors	costs	dances
hours	folks	leader	fighting
lined	paid	ft.	bottle
poems	poet	plus	savings
sleepy	soul	purple	stronger
nicer	nicest	quilt	crossing
thin	trying	velvet	thankful
printing	self	seventh	wonder
size	speed	somewhere	weather
started	spoke	spending	selling
heavy	herself	kisses	wedding
mostly	news	November	act
colored	edge	breakfast	chain
helped	hotel	hurry	spread
mountain	leaving	learning	anybody
sitting	strikes	square	caught
shoulder	sooner	steady	dancing
understood	treated	taught	fixed
waited	Saturday	invited	reaching
bottom	few	nurse	station

Standard Number Right

III. 10
IV. 14
V. 17

III. 10
IV. 14
V. 17

III. 10
IV. 14
V. 17

III. 10
IV. 14
V. 17

21	22	23	24
dates	dishes	hose	dollars
gallon	honey	presents	homesick
parents	laugh	stockings	mixed
rather	reply	wore	piece
sudden	weeks	wrote	years
sailing	sleeves	hanging	besides
Thursday	trade	travel	twice
sure	young	worth	walked
rained	raining	ocean	prove
rule	September	hurt	understand
Sept.	wishes	twelve	phone
wise	uncle	cotton	together
gas	luck	opening	proved
vacation	baseball	bridge	owned
army	covered	crazy	buying
collar	dirty	feeling	crowd
daughter	level	lonely	finish
organ	owe	placed	lose
choose	reported	useful	replied
tired	quarter	sign	slept

Standard Number Right

III. 8	III. 8	III. 8	III. 8
IV. 13	IV. 13	IV. 13	IV. 13
V. 16	V. 16	V. 16	V. 16

25	26	27	28
dresses	driven	driving	dropped
eleven	empty	lessons	guessed
movies	leading	speaking	minute
quite	suits	useless	numbers
surely	tongue	works	tennis
among	hungry	soldier	sweater
cause	August	brain	broad
higher	changed	filling	finished
suit	haven't	through	hoped
kept	nicely	raw	powder
laughed	settle	sewing	kitchen
wonderful	woman	strongest	share
following	leaf	sales	I'd
needed	honest	lonesome	instead
painting	nineteen	pattern	listen
cousin	showed	to-morrow	repeat
middle	piano	quit	waste
quickly	tried	Thanksgiving Day	loving
stuff	though	begun	tight
waiting	barrel	raised	second

Standard Number Right

III. 8
IV. 13
V. 16

III. 8
IV. 13
V. 16

III. 7
IV. 12
V. 16

III. 7
IV. 12
V. 16

29	30	31	32
it's	severe	newspaper	electric
officers	soldiers	questions	beautiful
tough	speech	thirteen	newspapers
village	streets	wherever	sweetest
writes	teachers	wondered	twenty-five
running	question	couldn't	didn't
busy	ankle	button	animal
broken	awful	either	break
nearer	bigger	garage	February
placing	careful	niece	loose
plenty	eighth	skirt	passed
since	forty	studying	smooth
ladies	minutes	tickled	suppose
measure	pleasant	trouble	toward
setting	stories	wearing	weigh
cough	surprise	quiet	whose
turned	truly	ribbon	potatoes
women	daddy	written	stayed
holiday	putting	forth	wouldn't
supply	struck	lucky	fountain

Standard Number Right

III. 7	III. 5	III. 5	III. 5
IV. 12	IV. 10	IV. 10	IV. 10
V. 16	V. 14	V. 14	V. 14

S-1	S-2	S-3	S-4
bare	gee	boss	blew
lift	snap	sells	hire
lean	scare	cares	woke
movie	boots	folder	cabin
queen	rid	lump	danced
shine	rolls	brains	knees
blown	rains	shops	frozen
bushel	swear	crying	screen
dresser	ugly	scrap	march
canned	nickel	phoned	pool
rising	oftener	raising	resting
skin	dressings	bitter	skating
tore	trucks	split	shadow
replies	canning	hardest	bothered
stones	blowing	harvest	spoiled
sunset	shining	owners	pasture
bathing	bedroom	tools	suited
wave	stopping	striking	torn
smoking	wheels	valentine	watched
grandfather	listening	twenty-four	wooden

Standard Number Right

III. 10
IV. 14
V. 17

III. 10
IV. 14
V. 17

III. 10
IV. 14
V. 17

III. 8
IV. 13
V. 16

GRADE FIVE

DIRECTIONS TO FIFTH GRADE TEACHERS

The Work for the Year.—The minimum lessons for this grade are numbered from 1 to 32 and contain 640 new words. The lessons marked R-1, R-2, R-3, R-4, are made up of the words taught in preceding grades which are most frequently misspelled by fifth grade children. In addition to these 80 review words there are also four supplementary lessons made up of words which are new but which are not so important to teach as those in the minimum list. As in preceding grades, these supplementary lessons are introduced in order to furnish additional work for classes which finish the regular lessons before the end of the year.

Helps in Teaching.—Read carefully the general directions on pages vii to xix. Notice especially, on pages xi and xii, how to teach the lessons. The chief points to keep in mind are the following:

1. Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advanced column and one review column. The review column in each case is the fourth column preceding the new lesson, that is, it is made up of a week's work one month old. For example, column five contains 20 new words to be learned in one week. During the same week column one should be reviewed. The lesson for the first week consists of column one, which is the advanced lesson, and of column R-1, which is the review.

2. **WHAT TO DO THE FIRST WEEK.**—How to Get Started Right. The authors recommend that the teacher make certain during the first week, that the pupils are started right. This may be done by lengthening the spelling period somewhat during the first week, or by spending the first week in teaching pupils how to work. If the latter plan is used, the following schedule is suggested:

Monday.—Show the pupils the importance of spelling in letters and in the written work done in the school. Have the

pupils read under "Helps for Pupils" the section on "Why You Should Be a Good Speller." See also "General Directions to Teachers," pages xii and xiii.

Tuesday.—Teach the pupils the proper use of the pronunciation exercise. Teach them also how to correct papers. Have the pupils read on page xxviii how to correct spelling errors. Give a test on Lesson R-1 to illustrate the method.

Wednesday.—Teach pupils how to study. Have them read under "Helps for Pupils" the section on "How to Learn to Spell a Word."

Thursday.—Practice applying the method to learning the words missed in the Tuesday test on Lesson R-1.

Friday.—Teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For more detailed suggestions see pages xiii to xiv, in the "General Directions to Teachers."

3. SECOND WEEK AND FOLLOWING.—What to Do Each Day.

Monday.—Give a pronunciation exercise on the new lesson. Then, before study, test the class on the new lesson to show each pupil what he needs to study.

Tuesday.—Supervise the pupils' study. See that each pupil is using a proper method of study.

Wednesday.—Test on the new and on the review lessons to show each pupil what he needs to study. There is no pronunciation exercise on Wednesday.

Thursday.—Supervise the pupils' study. Give particular attention to pupils missing the most words on the Wednesday test.

Friday.—Final test on new and review lessons. Have each pupil inspect his own paper in order to discover which words he missed. Then take the papers up and correct them yourself. Prepare a graph or chart to show the progress for the week.

4. INDIVIDUAL INSTRUCTION.—Keep your attention directed to the needs of each child. It is particularly important to make sure that all poor spellers are taught the right method of study.

5. KEEP UP AN AGGRESSIVE INTEREST.—This method like any other method will fall short of the best results unless both

the teacher and the pupils set high standards of accomplishment and set up an aggressive interest in keeping up these standards. For suggestions as to how to keep the interest sustained see page xvii, "The Problem of Interest," and page xi, "How to Teach the Lessons."

6. INSPECT ALL WRITTEN WORK FOR SPELLING ERRORS.—Since pupils in grade five do considerable work in composition and in other subjects, it is necessary to watch very closely the spelling errors made in such work. Have the pupils learn all words in the written work, using the same method of study as in their regular spelling lessons. It is helpful for each pupil to keep a spelling notebook in which are written all words missed in any written work, as well as all words missed on Friday tests. For full directions on the spelling errors notebook see page xvii.

7. ENCOURAGE YOUR PUPILS TO WRITE LETTERS.—It will help to build a fine spirit in your classes if you will encourage your pupils to write letters to pupils who, for illness or for other good reasons, are unable to come to school. These letters may serve to express sympathy, as well as to keep the absent pupils in touch with what is going on in the school. Letters written by children to parents and other relatives do a great deal to keep parents in touch with what is going on in the school, as well as to bring the home and the school into closer relationship. Among other types of letters which should be encouraged in grade five are letters to business firms for circulars or information; letters to the children of other grades in the same school system; letters to children in other sections of the United States, asking for information which can be furnished by the children to whom the letters are written.

HELPS FOR FIFTH GRADE PUPILS

Why You Should Be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade five contain the words that fifth grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words which you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

STEP 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

STEP 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

STEP 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

STEP 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxvii and ending page xxx, you will find other valuable suggestions for improving your spelling.

R-1	R-2	R-3	R-4
base	quit	I'd	owe
feel	dirty	lose	slept
sign	crowd	owned	awful
quite	piano	skirt	niece
begun	tight	quiet	loose
waste	ankle	whose	useful
forty	picnic	choose	sewing
daddy	taught	lonely	struck
break	ladies	animal	didn't
during	minute	passed	toward
collar	garage	sitting	colored
buying	quarter	anybody	covered
barrel	soldier	pattern	sweater
supply	putting	holiday	running
either	tickled	careful	measure
ribbon	written	pleasant	shoulder
smooth	suppose	couldn't	nineteen
stayed	together	following	surprise
placing	February	to-morrow	studying
wearing	all right	Thanksgiving Day	wouldn't

Standard Number Right

IV.* 10	IV. 10	IV. 10	IV. 10
V. 14	V. 14	V. 14	V. 14
VI. 16	VI. 16	VI. 16	VI. 16

* The Roman Numeral indicates the grade.

1	2	3	4
acts	alike	list	apron
club	harm	lands	loads
finds	hated	mob	mills
forms	jaw	rates	plans
follows	lazy	price	seems
keeps	likes	ton	spite
frank	grave	opens	meetings
cash	faint	rank	however
note	joy	cases	rush
bay	blank	ended	below
low	net	map	aside
press	pride	wages	soil
grant	Bible	tone	clubs
cord	force	shore	frame
duty	former	huge	hearing
marking	shortly	trace	passing
plan	rate	reports	range
tile	enter	passes	stock
space	thus	shipment	title
feels	power	persons	simple

Standard Number Right

IV. 15
V. 18
VI. 19

IV. 15
V. 18
VI. 19

IV. 15
V. 18
VI. 19

IV. 15
V. 18
VI. 19

5	6	7	8
bloom	wires	trips	marks
maps	marry	meets	worn
notes	offers	pays	gifts
pupil	risk	seek	bless
sizes	slowly	sounds	bound
states	stiff	voted	chances
orders	packing	stands	kindest
delay	failing	gentle	offering
willing	unable	stated	cottage
prices	proper	removed	court
charge	paying	sickness	fancy
trust	unless	deal	enjoy
acting	agree	cheer	history
family	dated	content	joke
outfit	indeed	maid	lower
nation	remove	respect	pain
shape	strange	team	rushed
trained	trusting	united	scale
active	address	already	stamped
amount	freedom	causes	improve

Standard Number Right

IV. 15	IV. 15	IV. 13	IV. 13
V. 18	V. 18	V. 17	V. 17
VI. 19	VI. 19	VI. 18	VI. 18

9	10	11	12
meals	recall	doctors	rainy
yards	leads	drawing	expect
barrels	highly	gaining	jolly
bore	ages	man's	means
burned	earn	navy	naming
charges	rights	returns	rushing
monthly	cloudy	nature	central
payment	provide	clothing	damage
contain	charm	exchange	greatly
delight	conduct	eighteen	main
formed	meaning	elect	refuse
globe	custom	greatest	steel
heaven	wine	improved	upper
least	double	loaded	daily
meeting	thoughts	liberty	fully
mighty	request	northern	sash
sample	whatever	returned	factory
single	visits	several	acted
strongly	youngest	throat	habit
value	American	clearly	narrow

Standard Number Right

IV. 13
V. 17
VI. 18

IV. 13
V. 17
VI. 18

IV. 13
V. 17
VI. 18

IV. 12
V. 16
VI. 18

13	14	15	16
numbered	speaks	St.	scared
figures	gained	admire	amuse
keen	lively	railroads	quarters
members	months	spoken	stranger
pounds	mountains	thrown	towards
seeking	showing	artist	carried
charged	cheap	climate	comfort
finest	fifth	foolish	ordering
health	judge	moment	notice
mass	reason	product	post office
seal	serve	built	valley
studies	subject	whom	visiting
English	expert	delivered	answering
idea	knowing	latter	clerk
latest	message	handling	package
score	boiler	perhaps	returning
language	fourth	that's	we'll
nerve	visited	cheerful	couple
intend	fuel	decline	fashion
past	weekly	require	pleasure

Standard Number Right

IV. 12
V. 16
VI. 18

IV. 12
V. 16
VI. 18

IV. 12
V. 16
VI. 18

IV. 12
V. 16
VI. 18

17	18	19	20
walks	warmer	lying	idle
becoming	belongs	borrow	burning
sentence	speeches	acres	afterwards
suddenly	suffer	circle	Co.
dreams	feelings	solid	scarce
weight	excited	explain	extra
acre	although	answered	appear
ashamed	attend	Ave.	beaten
detail	height	plainly	beauty
birth	changing	cheaper	amusing
coach	freeze	friendly	furnish
grip	handled	further	inviting
helpful	highest	hoping	married
join	length	known	machine
notion	mistake	profit	primary
rapid	proven	section	silence
watching	writer	training	view
worst	eager	ease	except
cellar	else	owner	cities
term	touch	agreed	closing

Standard Number Right

IV. 11
V. 15
VI. 17

IV. 11
V. 15
VI. 17

IV. 11
V. 15
VI. 17

IV. 11
V. 15
VI. 17

21	22	23	24
tickets	uses	quietly	children's
chest	churches	divide	friends
agents	angry	answers	arithmetic
contains	delighted	distance	easier
scheme	selfish	suffered	there's
deserve	worse	lbs.	joined
ache	furnished	geography	addition
partly	forward	correct	continue
furnace	gasoline	delayed	delightful
letting	illness	happened	healthy
parties	problem	husband	promised
pupils	rye	scarcely	you'll
shock	spare	suffering	enjoyed
fever	curtain	remember	example
lowest	worry	grocery	I've
fitted	shown	settled	contained
circus	wondering	queer	cement
fault	promise	rapidly	dangerous
believe	account	expecting	wasn't
breaking	noticed	neighbor	holidays

Standard Number Right

IV. 10	IV. 10	IV. 10	IV. 10
V. 14	V. 14	V. 14	V. 14
VI. 16	VI. 16	VI. 16	VI. 16

25	26	27	28
laughing	climb	fingers	patterns
golden	happens	manners	metal
basement	beach	ceiling	caused
Easter	false	guard	laundry
troubles	vain	verse	verses
dairy	settlement	bored	pleases
allow	elected	points	somewhat
containing	expected	prayer	weighed
handkerchief	hospital	offered	against
gotten	hasn't	aim	chief
hello	interest	prepare	ourselves
taste	text	studied	separate
violin	using	aren't	followed
biggest	decide	lining	interesting
pity	lately	madam	national
proof	signed	satisfy	president
style	doubt	whether	supplied
laid	famous	division	theater
cute	pieces	isn't	temperature
missed	doesn't	telephone	freight

Standard Number Right

IV. 9
V. 13
VI. 16

IV. 9
V. 13
VI. 16

IV. 8
V. 12
VI. 15

IV. 8
V. 12
VI. 15

29	30	31	32
wreck	good-night	divided	dividend
motor	nearest	offices	others
carries	buried	buildings	breath
no.	pointed	P.M.	problems
views	visitor	dreamed	victory
products	believed	younger	telegraph
complain	review	type	typewriter
repeated	journey	seventeen	agreement
industry	final	magazine	business
interested	captain	course	magazines
automobile	crowded	medicine	carrying
decided	ninety	receive	good-bye
furniture	safety	source	succeed
manufacture	usual	supposed	weren't
remembered	really	stomach	straight
surprised	drawn	favorite	quotation
different	planned	customer	invitation
losing	sense	material	received
library	stopped	satisfied	themselves
beginning	meant	exercise	you're

Standard Number Right

IV. 8
V. 12
VI. 15

IV. 7
V. 10
VI. 13

IV. 7
V. 10
VI. 13

IV. 7
V. 10
VI. 13

S-1	S-2	S-3	S-4
accused	burnt	chose	earned
gallons	fitting	injured	heap
ironing	judges	margin	passenger
counted	crops	grind	cruel
cure	hero	exercises	differently
hike	hired	deny	islands
jobs	landed	lawyer	mat
mild	openings	painful	partner
poets	polite	prettiest	procession
programs	dentist	ending	shorter
shower	slips	smiling	sought
styles	diamond	votes	sounded
width	windy	winning	voyage
woman's	wounded	parted	women's
palace	salad	grandmother	cousins
holes	jelly	kindergarten	haul
knock	moonlight	liking	knocked
peaches	planting	quarrel	parade
sons	stream	tale	rotten
tan	touched	upstairs	presently

Standard Number Right

IV. 11
V. 15
VI. 17

IV. 11
V. 15
VI. 17

IV. 11
V. 15
VI. 17

IV. 10
V. 14
VI. 16

GRADE SIX

DIRECTIONS TO SIXTH GRADE TEACHERS

The Work for the Year.—The new lessons for this grade are numbered from 1 to 32 and contain 640 new words. The lessons marked R-1, R-2, R-3, R-4, are made up by selecting from the lessons taught in the preceding grade those words which are most frequently misspelled by sixth grade children. The lessons marked "Special Review" contain words selected from all the preceding grades which are of such high social value and so frequently misspelled by eighth-grade pupils that it seems advisable to give them special review at this time rather than present new words of lesser frequency of usage.

Helps in Teaching.—Read carefully the general directions on pages vii to xix. Notice especially, on pages xi and xii "How to Teach the Lessons." The chief points to keep in mind are the following:

1. Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advanced column and one review column. The review column in each case is the fourth column preceding the new lesson, that is, it is made up of a week's work one month old. For example, column five contains 20 new words to be learned in one week. During the same week column one should be reviewed. The lesson for the first week consists of column one, which is the advanced lesson and of column R-1, which is the review.

2. **WHAT TO DO THE FIRST WEEK.**—How to Get Started Right. The authors recommend that the teacher make certain during the first week, that the pupils are started right. This may be done by lengthening the spelling period somewhat during the first week, or by spending the first week in teaching pupils how to work. If the latter plan is used, the following schedule is suggested:

Monday.—Show the pupils the importance of spelling in writing letters and in the written work done in the school. Have the pupils read on page 79 the section on "Why You Should be a Good Speller." See also, "General Directions to Teachers," pages xii and xiii.

Tuesday.—Teach the pupils the proper use of the pronunciation exercise. Teach them also how to correct papers. Have the pupils read, on page xxviii, the paragraph that tells how to correct spelling errors. Give a test on Lesson R-1 to illustrate the method. See suggestions on pages xvi and xvii.

Wednesday.—Teach pupils how to study. Have them read under “Directions to Pupils” the section on “How to Learn to Spell a Word.” See pages xxviii to xxx.

Thursday.—Practice applying the method to learning the words missed in the Tuesday test on Lesson R-1.

Friday.—Teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For more detailed suggestions see pages xiii and xiv, in the “General Directions to Teachers.”

3. SECOND WEEK AND FOLLOWING.—What to Do Each Day.

Monday.—Give a pronunciation exercise on the new lesson. Then, before study, test the class on the new lesson to show each pupil what he needs to study.

Tuesday.—Supervise the pupils’ study. See that each pupil is using a proper method of study.

Wednesday.—Test on the new and on the review lessons to show each pupil what he needs to study. There is no pronunciation exercise on Wednesday.

Thursday.—Supervise the pupils’ study. Give particular attention to pupils missing the most words on the Wednesday test.

Friday.—Final test on new and review lessons. Have each pupil inspect his own paper in order to discover which words he missed. Then take the papers up and correct them yourself. Prepare a graph or chart to show the progress for the week.

4. INDIVIDUAL INSTRUCTION.—Keep your attention directed to the needs of each child. It is particularly important to make sure that all poor spellers are taught the right method of study.

5. KEEP UP AN AGGRESSIVE INTEREST.—This method like any other method will fall short of the best results unless both the teacher and the pupils set high standards of accomplishment and set up an aggressive interest in reaching these standards.

For suggestions as to how to keep the interest sustained see page xvii, "The Problem of Interest," and page xi, "How to Teach the Lessons."

6. INSPECT ALL WRITTEN WORK FOR SPELLING ERRORS.—Since pupils in grade six do considerable work in composition and in other subjects, it is necessary to watch very closely the spelling errors made in such work. Have the pupils learn all words in the written work, using the same method of study as in their regular spelling lessons. It is helpful for each pupil to keep a spelling notebook in which are written all words missed in any written work, as well as all words missed on Friday tests. For full directions on the spelling **notebook see page xvii.**

7. ENCOURAGE YOUR PUPILS TO WRITE LETTERS.—It will help to build a fine spirit in your classes if you will encourage your pupils to write letters to pupils who, for illness or for other good reasons, are unable to come to school. These letters may serve to express sympathy, as well as to keep the absent pupils in touch with what is going on in the school. Letters written by children to parents and other relatives do a great deal to keep parents in touch with what is going on in the school, as well as to bring the home and the school into closer relationship. Among other types of letters which should be encouraged in grade six are letters to business firms for circulars or information; letters to the children of other grades in the same school system; letters to children in other sections of the United States, asking for information which can be furnished by the children to whom the letters are written.

HELPS FOR SIXTH GRADE PUPILS

Why You Should Be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade six contain the words that sixth grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

STEP 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

STEP 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

STEP 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

STEP 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxvii and ending page xxx, you will find other valuable suggestions for improving your spelling.

R-1	R-2	R-3	R-4
ute	queer	laid	worst
ype	hello	touch	doubt
ever	style	usual	meant
aste	using	violin	missed
nadam	sense	freight	hasn't
decide	hoping	believe	lining
ately	signed	doesn't	really
prayer	aren't	studied	biggest
ninety	losing	final	decided
rocery	safety	stopped	crowded
library	course	national	stomach
lanned	source	medicine	magazine
ceive	whether	supposed	exercise
ucceed	theater	material	good-bye
ollowed	satisfy	business	wondering
avorite	weren't	received	ourselves
arrying	separate	satisfied	remembered
traight	customer	surprised	invitation
resident	interest	quotation	themselves
urniture	beginning	interested	temperature

Standard Number Right

* 11	V. 11	V. 11	V. 11
I. 14	VI. 14	VI. 14	VI. 14
II. 16	VII. 16	VII. 16	VII. 16

1	2	3	4
remain	contest	goods	labor
obtain	remark	yearly	unlike
missing	otherwise	recover	rented
owed	mistakes	nations	outline
chapter	protect	replace	season
dread	desire	action	accounting
beyond	election	advance	advantage
express	boarding	collect	common
flesh	faith	gay	keeping
postal	information	intended	lodge
ranch	prevent	protest	provided
speaker	remained	remind	renew
packed	union	object	posted
relation	properly	property	providing
golf	required	result	suitable
pleasing	explains	moments	movement
staff	preach	rear	records
understanding	timber	workers	unwilling
weary	youth	equal	escape
goodness	measures	messages	mistaken

Standard Number Right

V. 16
VI. 18
VII. 19

V. 16
VI. 18
VII. 19

V. 16
VI. 18
VII. 19

V. 16
VI. 18
VII. 19

5	6	7	8
within	produce	pretend	railway
advanced	granted	requires	results
seasons	stunt	samples	suspect
western	thereafter	unhappy	wicked
steamer	storage	worship	credit
attending	delivery	directly	district
advice	arrange	entering	coats
condition	conversation	firm	finally
expressed	favor	general	frankly
overlooked	postage	honor	insist
public	reduce	million	manage
repair	requested	odd	neglect
presented	private	permit	perfect
record	recovered	served	serving
surface	temple	simply	sorrow
uniform	treatment	stating	student
native	overcome	total	traveling
reporting	reward	effort	facts
undertake	thousands	nerves	occupy
fellows	somehow	pains	passage

Standard Number Right

V. 16	V. 16	V. 15	V. 15
VI. 18	VI. 18	VI. 17	VI. 17
VII. 19	VII. 19	VII. 19	VII. 19

9	10	11	12
rare	reasons	sermon	secret
retire	rules	wired	widow
throughout	tons	aid	average
wisdom	wonderfully	complete	desired
depot	direct	due	earnest
education	enjoying	fare	forenoon
unjust	lasting	future	group
explained	forwarding	instant	inquire
fourteen	foundation	mention	minister
instruct	furnishing	obtained	patient
model	instruction	refused	ruin
ordered	perfectly	trial	charming
prepared	prevented	happier	hundreds
renewed	protected	joint	knit
standard	statement	notices	occur
success	unpaid	powerful	resulted
waist	error	remainder	scene
motion	neighbors	skill	task
overcharge	clever	weakness	wealth
platform	poetry	needless	service

Standard Number Right

V. 15
VI. 17
VII. 19

V. 15
VI. 17
VII. 18

V. 13
VI. 16
VII. 18

V. 13
VI. 16
VII. 18

13	14	15	16
remains	provides	relative	arrive
subjects	venture	whoever	current
avenue	attention	blooming	forced
direction	correction	dreadful	progress
efforts	factories	feature	accept
fortune	forwarded	friendship	assist
growth	headache	human	avoid
loss	intention	instructed	calm
musical	mentioned	neighborhood	college
preacher	prompt	resident	effect
seldom	select	special	failure
habits	eastern	yourselves	likely
ideas	excepting	examination	manager
machines	introduce	northwestern	parcel
overlook	occurs	population	position
rural	religion	quotations	produced
signs	stupid	thereby	slight
thrill	thrilling	thrilled	expects
weights	unknown	unreasonable	frames
visitors	route	replying	memory

Standard Number Right

V. 13	V. 13	V. 13	V. 12
VI. 16	VI. 16	VI. 16	VI. 15
VII. 18	VII. 18	VII. 18	VII. 17

17	18	19	20
closely	addresses	certainly	advise
director	entered	carefully	funeral
loan	machinery	oblige	notify
regard	regular	particular	pardon
arrived	remembering	reasonable	vacant
attempt	arranged	addressed	profits
author	attach	bargain	southern
certain	choice	composition	terms
courage	correctly	consider	promises
entire	easily	difference	servant
fairly	gentleman	encourage	repaired
honestly	hesitate	gentlemen	sorts
payments	neglected	increase	touching
per cent	neither	popular	copies
prepaid	preparing	priced	grammar
proceed	shipping	shopping	possible
spirit	strength	telegram	shipped
escaped	enemy	therefore	attended
happily	injury	league	ninth
merchant	persuade	merchants	Dr.

Standard Number Right

V. 12
VI. 15
VII. 17

V. 12
VI. 15
VII. 17

V. 12
VI. 15
VII. 17

V. 11
VI. 14
VII. 17

21	22	23	24
forgotten	advised	accident	attached
instance	explaining	explanation	article
nervous	issue	occupied	society
period	splendid	strict	promptly
support	orchard	recognized	remedy
safely	sketch	sole	valuable
sweetheart	treasure	lecture	evil
poultry	recognize	prefer	gloomy
radio	promising	provision	opposite
sensible	scenery	relations	concert
session	servants	slippers	respectfully
temper	students	straighten	wholesale
tracing	tractor	uncertain	men's
corrected	approve	vanity	formerly
earliest	guest	lovingly	purpose
relieve	search	serious	salesman
earlier	everywhere	invitations	worried
materials	continued	underwear	one-half
impossible	examinations	thoughtful	signature
opinion	manufacturing	praise	paragraph

Standard Number Right

V. 11	V. 11	V. 11	V. 10
VI. 14	VI. 14	VI. 14	VI. 13
VII. 17	VII. 17	VII. 17	VII. 15

25	26	27	28
purchase	altogether	foreign	manual
cashier	choir	positions	omitted
envelope	excellent	purely	residence
natural	possibly	witness	wander
process	insisted	writers	yield
receiving	salary	tuition	scenes
sincere	nonsense	vulgar	tremendous
permission	photograph	dumb	separately
statements	knowledge	holy	similar
expensive	successful	straightened	superintendent
terrible	omit	succeeded	mysterious
obedient	repairs	science	occurred
wholesome	practicing	entrance	disappoint
unpleasant	preference	mystery	principal
practice	kingdom	planning	literature
youngsters	professor	barely	restaurant
relief	ruined	patience	unfortunate
satin	preserve	anxious	appetite
peculiar	solo	backward	increased
slightest	precious	linen	hadn't

Standard Number Right

V. 9
VI. 12
VII. 15

V. 9
VI. 12
VII. 15

V. 7
VI. 10
VII. 13

V. 7
VI. 10
VII. 13

29	30	31	32
Orchestra	renewal	New York	mid
mischievous	manufactured	Chicago	per
steadily	supplying	Philadelphia	O. K.
traffic	terribly	Detroit	C. O. D.
receives	blessed	Cleveland	sane
referred	refrigerator	St. Louis	Supt.
vacancy	week-end	Baltimore	filed
percentage	wholly	Boston	sized
secretary	relieved	Los Angeles	unit
usually	enemies	Pittsburgh	plane
jealous	folk	San Francisco	year's
parcel post	sincerely	Buffalo	week's
excitement	thorough	Milwaukee	to-day's
athletics	disappointed	Washington	export
necessary	partial	Newark	filing
undoubtedly	unfortunately	Minneapolis	reverse
especially	unnecessary	New Orleans	estimate
disease	avored	Cincinnati	receiver
quantity	initial	Seattle	customer's
guide	improvement	Indianapolis	shipments

Standard Number Right

I. 7	V. 7	V. ()	V. 12
II. 10	VI. 10	VI. ()	VI. 15
III. 13	VII. 13	VII. ()	VII. 17

Special Review 1	Special Review 2	Special Review 3	Special Review 4
Sunday	sew	feel	its
Monday	roll	forty	lose
Tuesday	sign	crowd	awful
Wednesday	sure	level	daddy
Thursday	quiet	break	loose
Friday	slept	color	mamma
Saturday	throw	crazy	maybe
January	woman	garage	niece
February	picnic	loving	tight
March	coming	opened	canned
April	struck	animal	collar
May	supply	barrel	didn't
June	o'clock	caught	nickel
July	written	sewing	choose
August	running	either	quarter
September	sitting	colored	all right
October	stories	measure	safety
November	writing	haven't	nineteen
December	shoulder	couldn't	pleasant
Christmas	question	breakfast	studying

Standard Number Right

V. 18
VI. 19
VII. 19

V. 13
VI. 16
VII. 18

V. 13
VI. 16
VII. 18

V. 10
VI. 13
VII. 15

GRADE SEVEN

HELPS FOR SEVENTH GRADE TEACHERS

The new lessons for this grade are numbered from one to thirty-two and contain 640 new words. The lessons marked R-1, R-2, R-3, and R-4 were made up by selecting from the lessons taught in preceding grades those words which are most frequently misspelled by seventh grade children. The three supplementary lessons are for schools which, because of the long term, finish the minimum lessons before the end of the year.

Helps in Teaching—Read carefully the general directions on pages vii to xix. Notice especially on pages xi and xii the directions on "How to Teach the Lessons." The chief points to keep in mind are the following:

1. Remember that the lessons are arranged by weeks rather than by days. See pages xiv to xvi.

2. Spend the first week in getting started right. See directions for teaching during this week, pages xii to xiv. If your pupils already know the Horn-Ashbaugh method, the time required for teaching pupils how to work will be shortened. Make sure, however, that each pupil can use the method.

3. Follow carefully the directions given on pages xiv to xviii for the work on each day of the week, after the first week.

4. Study carefully the needs of each child. The Wednesday and Friday tests will show clearly which pupils are not working efficiently. Tuesday and Thursday should be spent in discovering the reasons for the failures of these pupils and in helping them to study more effectively.

5. Keep up an aggressive interest. See page xvii.

6. Inspect carefully all written work for spelling errors. Build up a pride in correct spelling in all written work.

7. In the back of the book are special lessons for giving the child certain useful information regarding the way in which words are made up and other lessons containing rules for spelling. These lessons are not intended to take the place of the regular lessons in the seventh grade but rather to supplement them.

HELPS FOR SEVENTH GRADE PUPILS

Why You Should be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade seven contain the words that seventh grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly and looking closely at each syllable as you say it.

STEP 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

STEP 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

STEP 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

STEP 5.—Now write the word again. See if it is right. If it is, cover it with your hand, and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxvii and ending page xxx, you will find other valuable suggestions for improving your spelling.

In the back of the book you will find several interesting lessons which show you how words are built up. You will find other lessons which teach you many useful rules about spelling.

R-1	R-2	R-3
omit	nonsense	disappointed
witness	positions	relieved
permission	omitted	terribly
excellent	residence	supplying
prefer	purely	manufactured
precious	yield	steadily
succeeded	mysterious	traffic
dumb	writers	mischief
foreign	holy	secretary
renewal	superintendent	jealous
initial	straightened	parcel post
wander	science	excitement
wholesome	planning	athletics
repairs	literature	disease
successful	disappoint	quantity
photograph	enemies	occurred
statements	sincerely	ruined
terrible	thorough	solo
obedient	relief	peculiar
practicing	opposite	satin

Standard Number Right

VI.* 10
 VII. 13
 VIII. 15

VI. 8
 VII. 11
 VIII. 14

VI. 7
 VII. 10
 VIII. 13

* The Roman Numeral indicates the grade.

R-4	I	2
partial	display	classes
unnecessary	herewith	income
recognized	demand	depend
unfortunately	hence	local
preferred	membership	regulation
undoubtedly	secure	whereby
restaurant	defeat	bid
unfortunate	extend	extent
similar	likewise	locate
scenes	presume	withdraw
tuition	binding	dislike
vulgar	vast	reunion
mystery	mankind	inspect
patience	feeble	chamber
entrance	tax	retail
appetite	reliable	nevertheless
separately	liberal	justify
tremendous	inform	ideal
receives	French	domestic
refrigerator	cast	burden

Standard Number Right

VI. 6
 VII. 9
 VIII. 12

VI. 17
 VII. 19
 VIII. 19

VI. 17
 VII. 19
 VIII. 19

3	4	5
dispose	degree	payable
inspection	reduction	buyer
garment	glance	conclude
located	location	fate
respond	retain	dying
brand	grace	fierce
contract	draft	admit
grief	guilty	submit
include	meantime	ambition
production	beloved	thereof
republic	revolution	vision
outstanding	objection	await
institute	faithfully	dine
check	worthy	cabinet
reserve	requesting	strain
modern	moderate	connect
informed	including	enforce
household	heaps	considered
concrete	expression	garbage
circulation	companion	convention

Standard Number Right

VI. 17
VII. 19
VIII. 19

VI. 17
VII. 19
VIII. 19

VI. 16
VII. 18
VIII. 19

6	7	8
ample	apply	quote
bolts	confess	exact
consult	crime	entirely
refund	department	absence
according	adjust	publish
register	social	recent
hereafter	struggle	adopt
included	agreeable	remit
appoint	investment	bond
transportation	treasurer	legal
method	numerous	approval
aware	balance	securing
doz.	differ	manner
chairman	collection	celebrate
shortage	secured	situation
connection	consideration	owing
estate	farewell	funds
considering	construction	commence
event	humble	raving
debt	institution	patent

Standard Number Right

VI. 16
VII. 18
VIII. 19

VI. 16
VII. 18
VIII. 19

VI. 15
VII. 17
VIII. 18

9	10	11
relating	remarkable	concern
deem	entertain	drama
difficult	publication	noble
extended	gratitude	excess
favorable	handsome	quoting
quality	advertised	affair
humor	reception	you'd
applied	importance	utmost
battery	checks	assembly
indicate	represent	column
recently	republican	moral
banquet	capable	deposit
selected	misunderstanding	entry
oversight	selection	positive
suggest	system	afford
citizens	circular	cable
justice	employ	suggestion
complaint	comfortable	lease
published	pledge	sacred
performed	personal	postpone

Standard Number Right

VI. 15
VII. 17
VIII. 18

VI. 15
VII. 17
VIII. 18

VI. 13
VII. 16
VIII. 18

12	13	14
confined	consist	constant
miserable	amounts	authorized
describe	design	doubtless
entertainment	employed	actual
purchased	rendered	extensive
happiness	sanitary	adjustment
appreciate	independent	satisfactory
stationery	introduction	argument
item	junior	management
attraction	conclusion	considerable
credited	opera	conviction
ordinary	policy	develop
difficulty	disposed	exception
prevailing	prof.	adopted
avail	established	whereas
carload	chapel	connections
services	stationary	seriously
compared	connected	protection
resources	romance	procure
moreover	modest	meanwhile

Standard Number Right

VI. 13
 VII. 16
 VIII. 18

VI. 13
 VII. 16
 VIII. 18

VI. 13
 VII. 16
 VIII. 18

15	16	17
declare	editor	energy
greet	intervals	illustrate
theme	therein	thereto
refer	series	satisfaction
sacrifice	stockholders	respectable
royal	P. S.	proposed
perfection	territory	transfer
suggested	noted	affairs
accompany	misaid	medium
missionary	carriage	claim ✓
brilliant	diameter	distributed
insured	engaged	envy
expense	extremely	favorably
premium	previous	profession
government	governor	haste
installed	instrument	journal
majority	mental	merchandise
exist	examine	organized
allowed	announce	admission
exactly	entitled	engineer

Standard Number Right

VI. 12
 VII. 15
 VIII. 17

VI. 12
 VII. 15
 VIII. 17

VI. 12
 VII. 15
 VIII. 17

18	19	20
defective	deeply	assistant
industrial	wherein	character
vice	transaction	electrical
responsible	proposition	confidence
sympathize	release	accomplished
command	performance	pressure
vicinity	adorable	assignment
affect	bookkeeping	practical
medical	marriage	supervision
create	deducted	available
elsewhere	endure	subscription
gossip	impression	treasury
fortunate	glorious	candidate
profitable	prominent	variety
imagine	influence	welfare
literary	maintain	century
mere	operate	gradually
operation	personality	luncheon
accordance	applicant	data
evidently	enrollment	exceptional

Standard Number Right

VI. 12
 VII. 15
 VIII. 17

VI. 12
 VII. 15
 VIII. 17

VI. 10
 VII. 13
 VIII. 16

21	22	23
assurance	blizzard	brief
Christian	commerce	compelled
duplicate	disgusted	disagreeable
control	coupon	description
described	inquiry	portion
administration	advisable	instructor
invoice	project	assistance
realize	associated	preparation
attitude	presence	sympathy
readily	survey	awfully
thence	basis	substitute
benefit	✓ surplus	unsatisfactory
unusual	✓ appreciated	capacity
arise	✓ phrase	confirm
canoe	Pres.	congratulate
professional	considerably	operating
illustrated	mood	midst ✓
coarse	certificate	corporation
generally	gem	experience
etc.	estimated	distribution

Standard Number Right

VI. 10
VII. 13
VIII. 16

VI. 10
VII. 13
VIII. 16

VI. 10
VII. 13
VIII. 16

24

25

26

civil

decent

desirable

intimate

interview

intense

equally

engineering

discussion

drafts

absolutely

acceptance

interfere

naturally

official

acknowledge

additional

annual

wretched

whereabouts

urge

novel

military

locality

appearance

opportunity

assigned

catalogue

certificates

consequently

theory

stenographer

scholarship

accurate

appointed

approach

customary

decision

demonstration

exhausted

exhibit

organization

original

particularly

possess

cancel

behavior

bobbed

salesmen

qualified

prosperous

practically

reality

remittance

response

definition

delicious

discussed

exceed

F. O. B.

Standard Number Right

VI. 9

VII. 12

VIII. 15

VI. 9

VII. 12

VIII. 15

VI. 9

VII. 12

VIII. 15

27	28	29
urgent	talent	horrible
observe	offense	precisely
bureau	correspond	definite
license	merely	merit
principle	receipt	comparison
dignified	dignity	dispatch
overdue	probably	necessity
patrons	supreme	religious
hereon	utilize	visible
probable	warrant	judgment
A. M.	curious	adjourned
indicated	recital <	recollect
ria	courtesy <	inst.
tragedy	spiritual	supplement
grippe	canceled <	destroyed
mutual	guarantee <	mathematics
ecy.	specific <	scandal
accounts	advising	awaiting
completed	conditions	expenses
valued	bonds	matters

Standard Number Right

VI. 6
 VII. 9
 VIII. 12

VI. 6
 VII. 9
 VIII. 12

VI. 6
 VII. 9
 VIII. 12

30	31	32
inspiration	intelligent	proceedings
acquainted	attendance	commercial
disappointment	enormous	familiar
recommend	courteous	correspondence
remembrance	personally	physical
gorgeous	certified	possibility
lading	ignorant	congratulations
mature	major	interrupted
originally	recd.	occasion
possession	specially	representative
determine	innocent	pamphlet
so-called	specimen	temporarily
cease	unusually	ult.
temporary	tournament	adequate
curiosity	cancellation	Chautauqua
magnificent	efficiency	pneumonia
schedule	privilege	recommendation
issued	rheumatism	ridiculous
files	regards	imagination
items	listed	suggestions

Standard Number Right

VI. 6
VII. 9
VIII. 12

VI. 6
VII. 9
VIII. 12

VI. 6
VII. 9
VIII. 12

S-1	S-2	S-3
ans	automatic	auditorium
agic	impatient	label
anly	epistle	substance
eeved	contrast	pastor
ounter	prejudice	injustice
awkward	vocal	continent
vorries	poison	beneficial
blessing	civics	compiled
veighing	ivory	triumph
monument	convey	carnival
exchanged	bishop	aspect
adventure	compromise	cylinder
romote	diploma	obey
worthless	infer	imitation
rovisions	canvass	sympathetic
unishment	treaty	inferior
hermometer	unworthy	vital
ostmaster	poverty	testimony
eighteenth	durable	counsel
housekeeping	chocolate	miscellaneous

Standard Number Right

VI. 16
 VII. 18
 VIII. 19

VI. 12
 VII. 15
 VIII. 17

VI. 10
 VII. 13
 VIII. 16

GRADE EIGHT

HELPS FOR EIGHTH GRADE TEACHERS

The new lessons of this grade are numbered from one to thirty-two and contain 640 new words. The lessons marked R-1, R-2, R-3, and R-4, were made up by selecting from the lessons taught in preceding grades those words which are most frequently misspelled by eighth grade children. The three supplementary lessons are for schools which, because of the long term, finish the minimum lessons before the end of the year.

Helps in Teaching.—Read carefully the general directions on pages vii to xix. Notice especially on pages xi and xii the directions on "How to Teach the Lessons." The chief points to keep in mind are the following:

1. Remember that the lessons are arranged by weeks rather than by days. See pages xiv to xvii.

2. Spend the first week in getting started right. See directions for teaching during this week, pages xii to xiv. If your pupils already know the Horn-Ashbaugh method, the time required for teaching pupils how to work will be shortened. Make sure, however, that each pupil can use the method.

3. Follow carefully the directions given on pages xiv to xvii for the work on each day of the week, after the first week.

4. Study carefully the needs of each child. The Wednesday and Friday tests will show clearly which pupils are not working efficiently. Tuesday and Thursday should be spent in discovering the reasons for the failures of these pupils and in helping them to study more effectively.

5. Keep up an aggressive interest. See page xvii.

6. Inspect carefully all written work for spelling errors. Build up a pride in correct spelling in all written work.

7. In the back of the book are special lessons for giving the child certain useful information regarding the way in which the words are made up and other lessons containing rules for spelling. These lessons are not intended to take the place of the regular lessons in the eighth grade but rather to supplement them.

HELPS FOR EIGHTH GRADE PUPILS

Why You Should Be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade eight contain the words that eighth grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

STEP 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

STEP 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

STEP 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

STEP 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

STEP 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxvii and ending page xxx, you will find other valuable suggestions for improving your spelling.

In the back of the book you will find several interesting lessons which show you how words are built up. You will find other lessons which teach you many useful rules about spelling.

R-1	R-2	R-3
correspondence	mutual	recd.
enormous	pneumonia	efficiency
especially	familiar	specimen
representative	personally	gorgeous
possibility	recommend	originally
imagination	rheumatism	so-called
unusually	ignorant	adequate
major	attendance	destroyed
cease	determine	visible
nature	loading	definite
comparison	recollect	spiritual
merely	correspond	curious
acquainted	patrons	courtesy
overdue	consequently	canceled
possess	probable	guarantee
utilize	warrant	A. M.
dignity	temporary	principle
supreme	recital	license
hereon	dignified	tragedy
delicious	adjourned	bureau

Standard Number Right

II.* 9	VII. 9	VII. 8
III. 12	VIII. 12	VIII. 11
X. 14	IX. 14	IX. 13

*The Roman Numeral indicates the grade.

R-4	1	2
ridiculous	abstract	clouds
Chautauqua	hardware	humanity
ult.	factor	reputation
cancellation	checked	hopes
tournament	discharge	greater
pamphlet	ledger	liable
innocent	resolved	inclose
schedule	begins	assure
scandal	inclined	impressed
mathematics	favors	evidence
specific	counties	volume
secy.	generous	graduate
grippe	fee	fortnight
recommendation	units	supplies
receipt	induce	inasmuch
privilege	lest	limit
temporarily	abroad	adjusted
curiosity	bills	billed
magnificent	consent	conference
supplement	dawn	elements

Standard Number Right

VII. 6
VIII. 9
IX. 11

VII. 16
VIII. 18
IX. 19

VII. 16
VIII. 18
IX. 19

3	4	5
discount	normal	behalf
jury	attack	devoted
composed	created	deduction
regret	pertaining	pending
graduation	employment	important
ownership	quoted	obligation
ability	agriculture	angle
checking	comply	consistent
gross	governed	glory
essay	discovered	creek
inclosed	university	fund
happiest	headquarters	hopeful
frequently	enjoyable	enable
superior	security	removal
insurance	instructions	investigate
minor	motive	opposition
approved	assured	attorney
bro.	cedar	combination
contrary	creature	crown
destination	activity	affection

Standard Number Right

VII. 16
VIII. 18
IX. 19

VII. 16
VIII. 18
IX. 19

VII. 16
VIII. 18
IX. 19

6	7	8
forever	resigned	details
enjoyment	agency	senior
departments	sentiment	tempted
observation	transit	discontinued
notation	ambitious	distant
international	universal	eternal
arts	features	utterly
constitution	articles	fiction
federal	tendency	association
establishment	furthermore	whatsoever
inclosing	assuring	brutal
impulse	harmony	attractive
engagement	reservation	countries
universe	contribute	regarding
involved	auditor	highway
accordingly	historical	capital
circumstance	purposes	consigned
compensation	confident	prospects
creditors	honorable	chorus
admirable	circumstances	image

Standard Number Right

VII. 16
VIII. 18
IX. 19

VII. 15
VIII. 17
IX. 18

VII. 15
VIII. 17
IX. 18

9	10	11
chosen	inclusive	indifferent
justified	clause	clipping
political	politics	commencement
companies	concerning	accompanied
delicate	actually	customers
resolution	registration	requirements
allowance	descriptive	desperate
astounding	amounting	responsibility
revised	disposition	amusement
divine	apartment	revision
appeal	senator	appears
senate	equipment	encouragement
arrival	submitted	assortment
border	exclusive	executed
assume	atmosphere	finance
fixtures	generation	ballot
belief	campus	genuine
hereto	indifference	caution
civilized	combined	illustrations
individual	jobbers	comment

Standard Number Right

VII. 13
VIII. 16
IX. 17

VII. 13
VIII. 16
IX. 17

VII. 13
VIII. 16
IX. 17

12	13	14
inventory	maturity	offset
critical	costume	convinced
negative	legislature	indorsement
contact	contents	tariff
alas	algebra	accepted
exhibition	expectation	extension
standpoint	various	continually
admiration	agricultural	advertising
endeavor	distinct	democracy
revenue	activities	proposal
angel	ancient	amendment
heretofore	hitherto	immediate
policies	previously	proportion
compliment	cooperation	convenience
interior	invoices	marvelous
application	campaign	arrangement
petition	pathetic	patronage
obliged	maximum	civilization
committee	community	competent
trifle	efficient	liability

Standard Number Right

VII. 12
VIII. 15
IX. 16

VII. 12
VIII. 15
IX. 16

VII. 12
VIII. 15
IX. 16

15	16	17
opposed	essential	announcement
commission	arrangements	executive
concerned	status	sufficient
warehouse	economy	dramatic
adapted	artificial	artistic
freshman	specify	specifications
soliciting	experiment	investigation
advertisement	authority	authorities
cordially	semester	salaries
resignation	document	distinguished
anticipate	based	bearing
inabilit	faculty	financial
preliminary	research	regretting
consequence	distinction	discouraged
intelligence	bonus	calendar
appreciation	fraternity	gingham
ordinarily	reflection	completion
classification	defense	debtor
vocational	career	communicate
encouraging	gratifying	ignorance

Standard Number Right

VII. 12
VIII. 15
IX. 16

VII. 10
VIII. 13
IX. 15

VII. 10
VIII. 13
IX. 15

18	19	20
passion	heartily	immediately
compliance	minimum	mortgage
mechanical	specified	statistics
contemplate	anticipation	approximate
publicity	chemistry	audience
correspondent	council	despair
exceedingly	grateful	genius
absurd	voucher	vacancies
eventually	prior	philosophy
voluntary	bankruptcy	bulletin
excessive	employees	economics
acceptable	laboratory	installation
esteemed	debit	controversy
virtue	technical	recognition
apparent	ascertain	congress
acquaintance	equipped	existence
enthusiastic	role	literally
substantial	cooperate	guardian
gymnasium	referring	interests
affectionate	debate	reference

Standard Number Right

VII. 9
VIII. 12
IX. 14

VII. 7
VIII. 10
IX. 12

VII. 7
VIII. 10
IX. 12

21	22	23
immense	incorporated	leisure
opportunities	permanent	probability
agencies	alumni	analysis
geometry	applies	anxiety
communication	competition	convenient
eliminate	amiable	apology
galvanized	facilities	exquisite
thoroughly	satisfactorily	referred
phase	occasionally	memorandum
company's	comparatively	conceive
economical	determined	dept.
initiation	indebtedness	inconvenience
accommodate	accustomed	affidavit
psychology	procedure	necessarily
conscience	criticism	enthusiasm
indefinite	intellectual	destruction
annoyance	delinquent	characteristic
apparently	appropriate	exceptionally
conception	confirmation	approximately
desert	departure	extraordinary

Standard Number Right

II. 7
III. 10
X. 12

VII. 7
VIII. 10
IX. 12

VII. 7
VIII. 10
IX. 12

Ala. (Alabama)
 Alaska
 Ariz. (Arizona)
 Ark. (Arkansas)
 Calif. (California)
 Colo. (Colorado)
 Conn. (Connecticut)
 Del. (Delaware)
 D. C. (District of
 Columbia)
 Fla. (Florida)
 Ga. (Georgia)
 Hawaii
 Idaho
 Ill. (Illinois)
 Ind. (Indiana)
 Iowa
 Kans. (Kansas)
 Ky. (Kentucky)
 La. (Louisiana)
 Me. (Maine)

Md. (Maryland)
 Mass. (Massachusetts)
 Mich. (Michigan)
 Minn. (Minnesota)
 Miss. (Mississippi)
 Mo. (Missouri)
 Mont. (Montana)
 Nebr. (Nebraska)
 Nev. (Nevada)
 N. H. (New Hampshire)
 N. J. (New Jersey)
 N. Mex. (New Mexico)
 N. Y. (New York)
 N. C. (North Carolina)
 N. Dak. (North Dakota)
 Ohio
 Okla. (Oklahoma)
 Oregon
 Pa. (Pennsylvania)
 R. I. (Rhode Island)

Standard Number Right

VII. ()
 VIII. ()
 IX. ()

VII. ()
 VIII. ()
 IX. ()

26	27
S. C. (South Carolina)	A. M. (forenoon)
S. Dak. (South Dakota)	Agt. (agent)
Tenn. (Tennessee)	Assn. (association)
Tex. (Texas)	A1. (first class)
Utah	bbl. (barrel)
Vt. (Vermont)	bbls. (barrels)
Va. (Virginia)	Bldg. (building)
Wash. (Washington)	bu. (bushel)
W. Va. (West Virginia)	Capt. (captain)
Wis. (Wisconsin)	C.O.D. (collect on delivery)
Wyo. (Wyoming)	
Zuba	¢; ct. (cent)
Philippine Islands	Cr. (credit)
Porto Rico	cwt. (hundredweight)
Co. (company or county)	doz. (dozen)
Messrs. (gentlemen)	gal. (gallon)
R.F.D. (rural free delivery)	ft. (foot or feet)
	f.o.b. (free on board)
	Hon. (honorable)
acct. (account)	i.e. (that is)
Dr. (doctor or debtor)	N.B. (take notice)
Treas. (treasurer)	

Standard Number Right

II. { }
 III. { }
 X. { }

VII. { }
 VIII. { }
 IX. { }

Jour.	(journal)	duly
in.	(inch or inches)	coupe
mdse.	(merchandise)	reckon
Asst.(a)	(assistant)	accrued
Jr.	(junior)	edition
Mlle.	(mademoiselle)	sorority
mfg.	(manufacturing)	perceive
oz.	(ounces)	infinite
Sec.(s)	(secretary)	apologize
pkg.	(package)	conscious
Pr.	(pair)	discretion
pd.	(paid)	dormitory
P. M.	(afternoon)	strenuous
Mgr.	(manager)	melancholy
P. S.	(postscript)	countenance
pub.	(publisher)	anniversary
qt.	(quart)	requisition
St.	(Saint or street)	accommodation
Supt.	(superintendent)	conscientious
viz.	(namely)	incidentally

Standard Number Right

VII. ()
 VIII. ()
 IX. ()

VII. 4
 VIII. 7
 IX. 10

30

31

32

ally	hint	mend
drill	alter	tubes
attain	insert	loyal
valuation	murder	plead
awaken	dictate	puzzle
commend	fabrics	expired
exposed	lifting	hostess
indulge	slavery	promotion
rejoice	acquired	violent
auditing	elevator	wrapped
consumer	pavement	erecting
offended	shadowed	profound
functions	nominated	statutes
cultivate	committed	pause
physician	decoration	stretcher
architects	frightened	descending
flattering	definitely	confusion
resistance	surrounded	vegetation
conservative	expenditure	subscribers
refreshments	embarrassment	interpretation

Standard Number Right

VII. 13
VIII. 16
IX. 17

VII. 13
VIII. 16
IX. 17

VII. 12
VIII. 15
IX. 16

S-1	S-2	S-3
dealer	billing	dealers
methods	duties	blanks
honesty	reduced	sections
taxes	contracts	figured
includes	educational	collected
events	appeared	appointment
charging	claims	courses
desires	allowing	applying
collateral	lists	outlined
packages	supervisor	limited
namely	remaining	developed
directed	formal	one's
purchases	represents	effective
examined	regularly	tracer
qualities	seconded	acknowledged
advises	desirous	affectionately
catalogues	acknowledgment	transferred
attaching	spirits	manufacturers
carbon	purchasing	receipts
recommended	representatives	completely

Standard Number Right

VII. 13
VIII. 16
IX. 17

VII. 13
VIII. 16
IX. 17

VII. 13
VIII. 16
IX. 17

DICTATION EXERCISES

The following letters contain a large number of words which occur with relatively high frequency in correspondence, and are quite likely to be misspelled by persons of eighth grade education. They should be dictated in short phrases of three to five words without repetition, pausing after each dictated phrase for the children to write. The rate should be such, however, that the dictation and writing will be completed in the time designated in the note preceding each letter. On the average this will be about one and one-half lines per minute. A little practice will enable the teacher to dictate at this rate without difficulty.

Pupils should be able to write these letters at the given speed without hesitation or error of spelling before they have completed the work of this grade.

LETTER NO. 1

This letter should be dictated in three sections. The first exercise extends to the end of the first paragraph, including the heading and salutation, and should be written in 8 minutes. The second exercise includes the second and third paragraphs and should be written in 9 minutes. The third exercise completes the letter and should be written in $6\frac{1}{2}$ minutes.

Des Moines, Iowa,
June 2, 1920.

DEAR MAMMA,

I suppose you feel that I have been very slow about writing but I haven't had a minute for either letter writing or pleasure the past few days. I took my last test this forenoon—the terrible and much dreaded literature examination. It lasted from ten o'clock until noon, and though it was different from what I had expected I think I got along all right. I probably won't get an excellent grade, for I just had to make a guess at one answer I didn't know, but you can't imagine how happy I am to be all through. Tomorrow will be the last day of school and our superintendent is going to let us celebrate with a class party.

Aunt Lucy wants me to stay with her another month, but I am coming home Saturday, for I know I'll be eager to get back to the farm just as soon as we have good weather again. Last Sunday I accepted Edith's invitation to spend the day with her. She lives about thirty miles from Des Moines, and I enjoyed the drive over the country roads. I'm sure I'll never lose my love for the farm.

I must tell you, too, about Edith's brother, a lieutenant who got his commission at the same time John did. He is personally acquainted with John's captain and knew several other men in that company. I was very much interested in his account of his army experiences.

I appreciated the check you enclosed in your last letter, for I needed some money for my new dress. I never realized before this year how much it costs to clothe a girl. I wish you were here to advise me what kind of material to get. I miss your judgment when I try to go shopping alone. Aunt Lucy's voile dress has given her a great deal of service, and so I think I'll decide on that material for my best summer dress.

Remember me to the boys when you write, and give my love to Grandmother. I do hope her rheumatism is better.

Affectionately,

HELEN.

LETTER NO. 2

This letter should be dictated in two sections. The first exercise extends to the end of the first paragraph, including the heading and salutation and should be written in 12 minutes. The second exercise completes the letter and should be written in 7 minutes.

October 18, 1920.

Iowa Land and Loan Company,
706-712 Commerce Building,
Des Moines, Iowa.

GENTLEMEN,

We take this occasion to acknowledge the receipt of your letter of the 17th inst., and sincerely appreciate the interest which you have shown in our association. We must find a permanent location for our Chautauqua, and believe that we have found lots which will be satisfactory, especially since they are in a really pleasant locality, convenient to the college. Since it will be necessary to investigate this business opportunity immediately, we are referring the matter to a committee and we feel the analysis of the situation will be complete. The committee to which this matter is referred will probably recommend giving a mortgage but quite certainly will receive advice on this point from representative citizens. The money to carry on the investigation is in the First National Bank, the certificate of deposit being in the hands of the treasurer of the association.

If possible the members of the association would like to issue the bulletin which contains the course by the beginning of the season, whether the matter of permanent grounds is thoroughly investigated, or not. Experience has taught us, too, that the bulletins are received with more enthusiasm at an early date.

The truly awful accident of last year in which two people were killed when the tent fell will have its influence on our present campaign for a permanent building.

Kindly give this matter your attention at your earliest convenience.

Respectfully yours,

HENRY JONES.

LETTER NO. 3

This letter should be dictated in two sections. The first exercise extends to the end of the second paragraph and should be written in 7 minutes. The second exercise completes the letter and should be written in 9 minutes.

Minneapolis, Minnesota,
March 26, 1920.

DEAR FATHER,

You can see from the article which I enclose that we did not disappoint our principal, even though it has been impossible to practice during the past week. Under the circumstances it doesn't seem possible that we could have won, but maybe our success was due to having no practice before the game. Some of the teams seemed rather over-trained.

The coach changed me to right forward, although, as you know, I usually play at guard. I suppose there was a doubt in his mind as to whether I could guard the tall forwards on some of the teams.

Our team never played together better. We didn't have so great a variety of plays as some of the other teams, but relied almost entirely upon our short passing game. What I liked especially was that there wasn't a single poor official. One of the officials was the man who spoke last fall on our community health program.

I suppose the team will reach home Saturday night. I am sure that we ought not to stay here later than Saturday noon. The teams were entertained at the various fraternity houses and the men have been very much crowded to make room for us. We certainly appreciate the good treatment we have received from these men and from everyone.

Affectionately, your son,
HARRY.

LETTER NO. 4

This letter should be dictated in three sections. The first exercise extends to the end of the second paragraph, including the heading and the salutation, and should be written in 9 minutes. The second exercise includes the rest of the letter and should be written in 12 minutes. Not more than one exercise should be given in one day.

Newark, New Jersey,
December 3, 1920.

Mr. Frank A. Hardy, Managing Editor,
National Insurance Journal,
Boston, Massachusetts.

MY DEAR MR. HARDY,

I am glad to make an immediate reply to your inquiry of December 1, regarding Miss Henry's qualifications.

It is now eight years since Miss Henry first took a position with us. She began as mail clerk, working up rapidly through the ranks, until she became private secretary to Mr. Baldwin, President of the Central Insurance Company, in which capacity she has served for four years, becoming an important part of the institution. We have found her always courteous, thoroughly efficient in her work, and absolutely reliable.

She is well equipped for a position on an insurance publication because of her magazine writing, which she has been doing in connection with a course in journalism at the university this year. She has been most successful in this work and hopes to find time to do more of it during the summer term if her schedule will permit. It was only because of her great desire to continue her education that we were willing to accept her resignation, and we knew that this year's work at the university would mean a broader field for her in the future.

I am enclosing a record of Miss Henry's work, on the usual form kept for each employee, showing the approximate progress she made during her eight years with us and her increased value to the company, and I am also sending under separate cover Miss Henry's photograph, as you suggested.

Hoping I may hear from you further if there is any additional information you require, I am

Very sincerely yours,
JOHN SMITH.

SUPPLEMENT CONTAINING INFORMATION AS TO HOW WORDS ARE BUILT UP AND ALSO THE RULES AND DEFINITIONS MOST OFTEN REQUIRED AS A PART OF THE COURSE OF STUDY IN SPELLING

As a part of some courses of study in spelling, there is found provision for word study and for teaching certain rules and definitions. This supplement is added as a guide to the school which makes such a requirement, as well as for the students who, having mastered the regular work of the grades, wish to study these special problems in spelling.

The value of teaching spelling rules is still somewhat a matter of controversy. The weight of experimental evidence seems to indicate that children do not profit from a study of the rules in spelling, as rules have been taught in the past, as much as from the same amount of time spent in the direct study of the important words covered by these rules. It should be pointed out, however, that a part of the poor results in teaching rules may be due first, to the fact that the rules have not been properly taught, and second, to the fact that the rules have not been formulated on the basis of the investigations of the words most frequently used in writing. For example, in one book in common use to-day is found this rule: "Nouns ending in *o* usually add *s* to form the plural." The words given as illustrations are *zero-zeros* and *piano-pianos*. In analyzing more than five and one-eighth million running words of the writing done in life outside the school, *pianos* was found but four times and *zeros* not at all. In the first fifteen thousand words most frequently used only one, the word *autos*, is an example of a noun ending in *o* which forms the plural by adding *s*. There is not one example among the first ten thousand words most frequently used. On the other hand among the first ten thousand words, there are five nouns which form the plural by adding *es*. These are *hero*, *mosquito*, *negro*, *potato*, and *tomato*. Naturally, when among the ten thousand words most frequently used, there are no words under the rule

and five exceptions, this rule would do more harm than good. In all the lessons which follow, the rules and the advice have been made on the basis of a careful study of the evidence resulting from the scientific investigation of adult writing. (See pages vii and viii in the front of the book.) All examples are chosen among the commonest words found in analyzing five and one-eighth million running words.

An effort has been made to give all rules and advice in the simplest manner possible, within the limits of accuracy. The examples which are given under each rule and under each piece of advice were determined by a detailed scientific study of the ten-thousand words most commonly used in writing.

The teacher, as well as the pupil, should understand clearly that it is not the intention of the authors to have these rules take the place of the direct teaching of any word. Rather, they are to be regarded as supplementary exercises which reinforce the direct learning of the words covered by the rule and which also extend somewhat the child's ability to spell words less frequently used than the 4418 words given in the lessons of this book. It is doubtful whether many of these rules should be used before grade seven.

Base Words, Prefixes, Suffixes

What is a base word? What is a suffix?

Look at the following words: *act, acting, acts, acted*. Each of these words contains the word *act*. We may call *act* the base word. Sometimes the base word is called the root. The letters which are placed after the base word to make new words are called suffixes. Thus *s, ing, and ed* are suffixes.

What are the commonest suffixes?

Among the 10,000 words most frequently used in writing, the most common suffixes are *s* or *es, d* or *ed, ing, ly, ion, ment, er, ful, n* or *en, al, y, ible* or *able, and est*.

Can you tell in each of the following words which is the base word and which is the suffix?

boys	adding	helpful	certainly
given	advised	cheaper	agreement
taxes	dearest	accepted	comfortable
			additional

What is a prefix?

A syllable or a word which is placed before a base word to form a new word is called a prefix. Thus in *unpaid*, *un* is the prefix and *paid* the base word. What does *unpaid* mean? In *repaid*, *re* is the prefix and *paid* the base word. What does *repaid* mean?

Can you tell in each of the following words which is the base word and which is the prefix?

dislike	enable	misaid	outshine
overlook	renew	uncertain	unknown

What are the commonest prefixes?

Among the ten thousand words most commonly used in writing, there are only a little more than two hundred words which are formed by adding prefixes to English base words. More than half of these two hundred words are formed by placing either *un* or *re* in front of a base word. Other common prefixes are *a* (*arise*), *dis* (*discontinue*), *en* (*enable*), *in* (*inability*), *mis* (*misunderstanding*), *over* (*overlooked*).

What is a derived form?

A word formed by adding a suffix or a prefix to a base word is called a derived form. Sometimes derived forms are called derivations. In the lessons of the first six grades, derived forms were taught in the same way as base words. Thus, both *put* and *puts*, *eye* and *eyes* were taught. In the seventh and eighth grades all words formed by adding prefixes are taught, but some words easily spelled by adding a common suffix to a base word are omitted if the base word has already been learned. The following lessons show how to add prefixes and suffixes to words.

If you have learned this lesson, you should be able to follow the directions correctly and answer the questions which are given below.

1. Write: *dearest*, adding, *cheaper*. Draw two lines under each base word. Draw one line under each suffix.

2. Tell what a suffix is.

3. Write the common suffixes.

4. Write: *unpaid*, *uncomfortable*. Draw two lines under the base word.

5. Write the two most important prefixes.

6. Write six other common prefixes.

RULES ABOUT SUFFIXES

Nouns Formed by Adding *s* to the Base Without Changing the Base Word in Any Way

Many words are formed by adding *s* to a base word without changing the base word in any way. Adding *s* to a noun that means but one, makes a word that means more than one. For example, adding *s* to citizen, which means one citizen, makes the word citizens, which means more than one citizen. We call citizen the singular and citizens the plural. More than nine-tenths of the nouns in common use form the plural by adding *s* without changing the base word in any way. Each of the following plurals is formed by adding *s* to a singular noun. Any one who has learned the lessons in the six grades and the lessons previous to this one in the seventh grade should be able to spell any one of these words without study.

TEST

Your teacher will pronounce the singular form. You will write the plural form.

arts	contents	dealers	directions
planks	errors	columns	attorneys
bonds	events	evenings	citizens
hearts	faults	millions	complaints
customs	guests	seniors	customers

Verbs which Form the Singular by Adding *s* to the Plural Form without Changing the Base Word

Notice the two sentences which follow: The stars shine. The star shines. Shine is a plural verb form. Shines is the singular verb form. Many singular verb forms are made by adding *s* to the plural verb form. Each of the following singular verb forms, ending in *s*, may be made by adding *s* to a plural verb form which is either in the seventh grade or in some earlier grade. If you have learned thoroughly all the lessons in grades I to VII, you should be able to spell every word in the following list without study. Your teacher will use the plural form in a sentence. You will write the singular form in a sentence.

appears	closes	reminds
begins	informs	represents
consists	intends	suggests
depends	refers	

Suggestions for Sentences

1. The girls *appear* to be studying. The girl, etc.
2. Names of people *begin* with capital letters. A name of a person, etc.
3. Final term tests *consist* of the words which you have studied. A final term test, etc.
4. Our plans *depend* on the weather. Our plan, etc.
5. Most stores *close* on Sunday. This store, etc.
6. Newspapers *inform* those who read them. A newspaper, etc.
7. The boys *intend* to go. The boy, etc.
8. Careful students *refer* to the dictionary. A careful student, etc.
9. Your letters *remind* me, etc. Your letter, etc.
10. The boys of our team *represent* our school. Each boy on our team, etc.
11. Advertisements *suggest* articles which one may buy. An advertisement, etc.

Words which Add *es* to Form Plural

Add *s* to most singular nouns to form the plural and to most plural verb forms to form the singular. A few words, however, add *es*. Notice for example the following:

Nouns			Verbs		
<i>class</i>	<i>inch</i>	<i>box</i>	<i>teach</i>	<i>reach</i>	<i>push</i>
<i>classes</i>	<i>inches</i>	<i>boxes</i>	<i>teaches</i>	<i>reaches</i>	<i>pushes</i>

Notice that the base word of each of these words ends in the sound of *s*, *sh*, *ch*, or *x*. A word ending in one of these sounds could not be easily pronounced without the *e* before the *s*. A few words ending in *o* also add *es*. Notice particularly

<i>do</i>	<i>do es</i>	<i>negro</i>	<i>negro es</i>
<i>go</i>	<i>go es</i>	<i>potato</i>	<i>potato es</i>
<i>hero</i>	<i>hero es</i>	<i>tomato</i>	<i>tomato es</i>
<i>mosquito</i>	<i>mosquito es</i>		

Not all words ending in *o* add *es*. Some words add only *s* as

<i>piano</i>	<i>piano s</i>	<i>auto</i>	<i>auto s</i>
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However, the plural forms of these words are not found among the ten thousand most commonly used words.

Among the five thousand words most often used in writing, there are only 22 which, without changing the base word, add *es* to form the plural of a noun or the singular of a verb. These words are given below. Your teacher will pronounce the base word. You will write the derived form.

addresses	dresses	potatoes
boxes	glasses	reaches
branches	goes	speeches
businesses	inches	taxes
churches	kisses	teaches
classes	passes	touches
dishes	peaches	wishes
does		

Words in Which *y* is Changed to *i* before *es*

Many common English words end in *y*. Notice in the following words what happens to the final *y* when *es* is added.

<i>copy</i> — <i>copies</i>	<i>study</i> — <i>studies</i>
<i>party</i> — <i>parties</i>	<i>supply</i> — <i>supplies</i>

To form the plural of a singular noun ending in *y* and to form the singular of a plural verb ending in *y* change the *y* to *i* before adding *es*.

y is also changed to *i* before *ed* as in *copy*, *copied*; and before *er* as in *early*, *earlier*.

Below are given some of the commonest words in which *y* is changed to *i* before adding *es*. Your teacher will pronounce the base word. You will write the derived form.

copies	qualities	difficulties	carries
supplies	stories	duties	authorities
cities	activities	inquiries	countries
ladies	studies	opportunities	enemies
parties	accompanies	quantities	facilities

POSSESSIVES

Many students have difficulty in changing a noun so as to show possession as *the boy's hat*, *boys' hats*. Most of the mistakes are made either by leaving an apostrophe out when it should be put in, or by putting it in the wrong place. Some mistakes are

made by putting an apostrophe in when it should be left out. The following rules will help you to spell possessive forms correctly.

1. Do not put the apostrophe in *its* to show possession. Use an apostrophe when *it's* is written for *it is*, as *It's a hot day*.

2. To form the possessive of the singular noun add an apostrophe and then add an *s*. Examples are: *company's*, *customer's*, *day's*, *boy's*, *month's*, *mother's*, *one's*, *teacher's*, *to-day's*, *week's*, *woman's*, *world's*.

3. To form the possessive of a plural noun which does not end in *s*, add an apostrophe and then add an *s*. *Men's clothing*, *women's clothing*.

4. To form the possessive of a plural noun which ends in *s* add an apostrophe only. The plural possessive forms which are found most frequently in letters are: *boys'*, *girls'*, *ladies'*, *weeks'*, *years'*.

Without looking at what you have just read write the possessive forms of the following words:

it	week	woman	teacher
day	boys	world	women
boy	girls	ladies	company
one	weeks	years	customer
men	month	to-day	mother

How to Add *ed* to a Verb

Sometimes we wish to add *ed* to a verb. In the sentences which follow notice what happens to the base word *deliver*. I *deliver* my papers to-day. I *delivered* them yesterday. My papers are *delivered*. Among the ten thousand words most commonly written in English, nearly a thousand end in *ed*. More than half of them are formed merely by adding *ed* to a base word without making any other change.

Among such words are *act—acted*, *knock—knocked*, *address—addressed*. You are fairly safe in merely adding *ed* to a verb without making any other change unless the verb ends in a silent *e*, in *y*, or in a syllable with a short accented vowel. Directions are given below for adding *ed* to these three kinds of words.

Adding *ed* to Words that End in a Silent *e*

There is a large group of common words which do an odd thing when adding *ed*. Examine these words:

arriv ed—arrived

complet ed—completed

us ed—used

enclos ed—enclosed

If the word ends in silent *e*, as in *arrive*, we say that we drop the final *e* and add *ed*. In such words the silent *e* is also dropped before adding any suffix beginning with a vowel. For example, notice the dropping of the *e* in the following words: *fine er—finer*, *wide en—widen*, *crude ity—crudity*.

Adding *ed* to Words which End in *y*

Notice what happens to the final *y* in the following words:

accompany—accompanied

marry—married

carry—carried

try—tried

justify—justified

satisfy—satisfied

When verbs end in *y*, the *y* is changed to *i* before adding *ed*. You can see that this change of *y* to *i* is the same as that which happens to *y* when *es* is added.

When to Double the Final Consonant

Many words double the final consonant in the base word before adding *ed*. For instance, notice the following words:

commit—committed

compel—compelled

plan—planned

refer—referred

equip—equipped

ship—shipped

Each of the base words to which *ed* is added ends in a syllable consisting of a single short accented vowel followed by a single consonant. In such words the consonant is doubled before adding *ed*. The following rule will help you to add *ed* to such words. Words with a last syllable consisting of a single short accented vowel followed by a single consonant, double the consonant when adding a suffix beginning with a vowel.

Since *ed* is a suffix beginning with a vowel, it comes under this rule.

For example, the word *commit* has as its last syllable *mit*, with the short accented vowel, *i*, followed by the single consonant, *t*. Therefore, the final consonant, *t*, is doubled before *ed* which is a suffix beginning with a vowel.

The following questions will help you to know whether or not to double the final consonant before adding *ed*, or any other suffix beginning with a vowel:

1. Is the accent on the last syllable?
2. Does the last syllable contain a short vowel?
3. Is this vowel followed by a single consonant?

Ask these questions to see whether or not each of the following words fulfill the conditions of this rule: *refer*, *compel*, *equip*, *plan*, *ship*.

Notice these words:

bothered *advised* *called* *mixed*

Bothered has not doubled the *-r* because the accent in *bother* is not on the last syllable.

Advised has not doubled the *-s* because the last syllable in *advise* does not contain a short vowel.

Call-ed did not need to double the *-l*.

Mix-ed did not double the *-x* because *x* is really two consonants, *k* and *s*.

There are no exceptions to this rule among the five thousand words most commonly used in writing.

TEST

accepted	addressed	adopted
acquainted	advised	announced
acknowledged	shipped	omitted
dropped	compelled	referred
planned	arrived	attended

How to Add *-ing* to a Verb

Nearly two-thirds of the words ending in the suffix, *-ing*, are formed merely by adding *-ing* to a base word. The other third can be formed by following the rules you have learned for adding *-ed* by merely substituting *-ing* for *-ed* in those rules.

Why do not any of the words make a change in the base word before adding *-ing*?

building	calling	buying
covering	going	reading

What happens to a base word which ends in a syllable with a short accented vowel followed by a single consonant, when add-

ing a suffix beginning with a vowel? What are the three conditions? (See page 141.) Do the following words fulfill all three conditions?

beginning	clipping	cutting	getting
planning	putting	referring	running
shipping	sitting	stopping	swimming

In adding a suffix beginning with a vowel, what happens to a base word ending in a silent *-e*? Write the base of each of the following words:

acknowledging	advertising	advising
amusing	arranging	arriving
assuring	becoming	coming

What has happened to the final *-e* in each of these words? Write the rule which explains why the *-e* is dropped. Your teacher will pronounce the base form of each of the following words. You will add *-ing* and make any necessary changes in the base. In studying this lesson it will help you to write the base of each word and then, without looking at your book, write the form in *-ing*. By comparing your paper with the book, you can discover which words you have misspelled. This will help you to review not only the word, but also the rule which you did not apply properly.

building	calling	amusing
beginning	buying	going
arranging	coming	cutting
getting	referring	reading
advising	running	arriving

Summary of the Most Useful Rules for Adding Suffixes

In the preceding lessons you have already studied all the important rules for spelling words which end in a suffix. Most of the errors made in spelling such words are made in spelling the base. The three most helpful rules to remember are:

1. Words with a last syllable consisting of a single short accented vowel followed by a single consonant, double the consonant when adding a suffix beginning with a vowel.

begin—beginning compel—compelled

2. Words ending in a final silent *-e* drop the *-e* before a suffix beginning with a vowel.

hope—hoped

amuse—amusing

3. Words ending in a consonant and *-y* change the *-y* to *-i* before all suffixes.

pretty—prettier

lady—ladies

happy—happiness

Apply these rules in studying each of the following groups of words. As you look at each word, ask, "What is the base? Does any rule apply for changing the base?"

Words Ending in -en.

fallen

forgotten

given

mistaken

Words Ending in -y.

cloudy

difficulty

daddy

delivery

Words Ending in -al.

approval

postal

renewal

Words ending in -er.

bigger

cheaper

easier

larger

Words Ending in -ion.

appreciation

collection

connection

As a test of how well you have learned these rules, try to spell the following list of words. As each word is pronounced for you, ask "What is the base? Is this word an exception?" If there is no rule for changing the base and if this word is not an exception, add the suffix without changing the base in any way.

TEST

putting

duties

bigger

copies

amusing

approval

renewal

compelled

taxes

given

suggests

forgotten

easier

appreciation

cheaper

building

difficulty

heroes

prettier

fallen

affairs

collection

classes

larger

RULES ABOUT PREFIXES

The commonest mistake in using prefixes is to separate them from the base word with a hyphen. Of the ten thousand words most commonly found in writing only three, self-addressed, self-explanatory, and so-called, separate the prefix from the base word with a hyphen.

Remember then: Do not place a hyphen between the prefix and the base word. The only common exceptions are *self*, which always takes a hyphen when used as a prefix, and *so*, which takes a hyphen when joined to an adjective preceding the noun which the adjective modifies.

The following words are formed by adding a prefix to a common English base word. Notice that in no one of these words is the prefix separated with a hyphen.

across	misunderstanding	undertake
ahead	nonsense	underwear
correspondence	outshine	unfortunate
disagreeable	overcharge	unhappy
dislike	overcome	unknown
enable	overlook	unlike
forenoon	overlooked	unnecessary
forever	prepaid	unpaid
inability	recall	unpleasant
indeed	recovered	unreasonable
independent	renew	unsatisfactory
instead	replace	unusual
international	review	unwilling
mislaid	uncertain	

This chart on the following page will show you how to add prefixes to English base words that you already know. (Chart I.)

There are other common prefixes which are seldom or never used with English base words. These are shown in the chart on the following page. (Chart II.)

The Use of the Hyphen

When using two or more words as a single word, it is often very difficult to decide whether to write the words separately, to write them together as one word, or to join them together with a hyphen. Dictionaries do not always agree as to the way

CHART I.

Prefix	Meaning	Illustration
a (ab, abs).....	away, from.....	arise
cor (co, col, com, con)...	with, together.....	correspond
dis (dif).....	apart, not.....	dislike
en.....	in, into, make.....	enable
extra.....	out of.....	extraordinary
in (ill, im, ir).....	in, into, not, without...	independent
inter.....	among, between, mutu- ally.....	international
mis.....	amiss, wrong, wrongly, ill.....	misunderstanding
non.....	not.....	nonsense
out.....	out, away, exceeding, surpassing.....	outstanding
over.....	above, beyond, too, much.....	overlook
pre.....	before.....	prepaid
re.....	back, again, against...	recall
sub (suc, sub, sug, sup, sur).....	under, below, near.....	subway
trans (tran, tra).....	across, over, beyond, through.....	transact
un.....	not.....	unknown
under.....	below, from below, lesser	undertake

CHART II.

Prefix	Meaning	Illustration
ad (ac, af, ag, al, an, ap, ar, as, at).....	to.....	accomodate
ante.....	before.....	antecedent
circum.....	about, around.....	circumstance
de.....	from, down, away.....	decide
ex (e, ef).....	out, out of, away from, off, beyond.....	expect, emerge, effect
per.....	through, by, for.....	permission
post.....	behind, after.....	postpone
pro.....	forward, before, instead	produce
se.....	aside, apart, without...	separate
super.....	over, above, beyond...	superintendent

in which a word should be written. More than half of the mistakes which are made in combining words are due to using a hyphen when it should not be used.

1. The tendency to-day is to use the hyphen less than formerly. *The hyphen should be used:*
 - a. When two or more words are used together as a single adjective placed *before* a noun to describe it, the words are joined with hyphens. For example, *up-to-date* machinery, *ice-cold* lemonade.
 - b. In certain words such as *good-bye*, *good-night*, *to-day*, *to-morrow*, *to-night*, and *week-end*.
 - c. In all compound numerals from twenty-one to ninety-nine and also in fractions. For example, *thirty-two*, *one-eighth*.
 - d. When it is necessary to divide a word at the end of a line, break a word at the end of a syllable and place a hyphen after that syllable. However, do not break a word at the end of a line unless it is absolutely necessary.
2. The hyphen *should not be used* to separate a prefix from a base word, except in the case of the prefix *self* and the prefix *so*. For example, *self-addressed*, *self-explanatory*, *so-called*.

Keep the hyphen out of such words as:

awhile	thereby	whenever	behind
afterwards	throughout	against	between
beside	toward	ahead	outside
mistake	underwear	afternoon	review
overcome	together	became	unnecessary

3. Write *all right*, *no one*, and *high school* as two words, without a hyphen.
4. When you are not certain how to combine words, look in the dictionary.

USE OF THE CONTRACTION

One of the first things to learn in writing letters is that the form and style of the letter must be suited to the message which the letter contains, and to the relationship which exists between the person who sends the letter and the one who is to receive it. The style of business letters must be clear, direct, and dignified. With certain exceptions, as in sales letters, such letters are usually made very impersonal. On the other hand, personal letters are quite properly regarded by many as a sort of conversation in writing. In writing to friends or to relatives one usually desires to be informal. One of the ways of achieving this informality is through the use of colloquial English and contractions. In the past, many teachers of English have cautioned students against the use of contractions in letters; but an examination of the correspondence of writers whose letters are regarded as models shows that most of these authors use contractions very freely. If you will read the letters of Henry Adams, Stevenson, Gray, Henry James, Lamb, Carroll, Walpole, Keats, Emily Dickinson, Thackeray, Dickens, and others, you will see that in writing to friends and members of their families they wrote much as they would have chatted with those to whom the letters were addressed.

In general, then, contractions are to be used only in informal or friendly correspondence. In letters to strangers and in most business correspondence, they should be avoided. Perhaps the best guide to the proper use of contractions is to be found in the models of writers who are famous for their personal letters.

THE USE OF CONTRACTIONS

can't "You can't be too careful." (Lamb)

don't "...for, O I don't know how long." (Stevenson)

doesn't "He doesn't agree with them all..." (Stevenson)

won't "This sort of thing won't do." (H. James)

it's "...It's a glorious afternoon..." (E. Dickinson)

I'm "I'm three parts through Burns;..." (Stevenson)

I'll "I'll try to improve it..." (Stevenson)

haven't "...I haven't yet had time to give..." (H. James)

you'll "You'll never guess;..." (Carroll)

isn't "It isn't like gold..." (E. Dickinson)

I've "So I've been idle." (Stevenson)

we'll "We'll finish an education sometime..." (E. Dickinson)

wouldn't "...but Stephen wouldn't allow it..." (Stevenson)

didn't "...I didn't see him." (Fitzgerald)

I'd "Another shot and I'd have gone to kingdom come." (Stevenson)

you'd "...and I beg you'd believe me..." (Gray)

hadn't "...if you hadn't seen her..." (H. James)

hasn't "This ought to have made me gay, but it hasn't." (Stevenson)

couldn't "If it were easy to write a play, I couldn't... think of it." (H. James)

wasn't "Wasn't it curious?" (Carroll)

SYNONYMS

The synonyms of a word are the words that have the same or almost the same meaning. If you were to look in the dictionary for the simple words "cut" and "ask", you would find the following synonyms:

For "cut"—carve, lance, bite, dissect, snip, saw, slice, slit, slash, etc.

For "ask"—beg, crave, entreat, beseech, implore, move, plead, solicit, etc. No two of these synonyms mean exactly the same thing, but they express different shades of the same meaning.

Certain common words are very much overworked in writing. Often the same word will be used in a single letter to express several different meanings. Among the words for which you should seek synonyms, are the following. Find as many synonyms as you can for each of these words.

hot	cold	bad	fine
good	great	big	pretty
ugly	well	nice	beautiful

Any lesson in the book may be used for an exercise in discovering synonyms.

HOMONYMS

Homonyms are words pronounced exactly alike but different in meaning. Only a small number of the more common homonyms are given here.

Word	Definition	Sentence
1. flour.....	a fine meal of ground wheat or other grain.....	Mother uses flour in baking bread.
flower....	a blossom.....	The rose is a beautiful flower.
2. no.....	not, not any.....	I have no work to do.
know.....	to understand.....	Do you know your lesson?
3. son.....	a male child; the male offspring of a parent, father or mother	John is my son.
sun.....	the heavenly body which produces the light of day....	The sun rises in the east.

There are many homonyms scattered through the lessons in this book. Your teacher will use all such words in sentences so

that you will know which homonym to spell. Can you think of a homonym for each of the following words?

dear	one	their	plain
to	by	road	haul
way	weak	sail	whole
some	seen	great	stair
bee	here	tale	sole

ANTONYMS

Words of opposite meaning are called antonyms. For example, black—white, big—little; and open—closed, are so named. Sometimes antonyms are called opposites.

Practice Exercises: Try to think of antonyms for the following words:

cold	fat	in	new	sweet
come	front	large	poor	tall
dull	good	up	slow	wet
inside	high	long	spring	winter

Confusion of *ei* and *ie*

NOTE TO TEACHERS:—Experimental evidence does not seem to show that this rule is very effective, but if it is taught, the following presentation is recommended.

Whenever *i* and *e* occur together in one syllable, and are pronounced as $\bar{e}$ or $\bar{e}$, it is always *i* before *e* except after *c* (see). When sounded like “*a*” it is always *e* before *i*. Some have used the following jingle to help fix the rule:

i before *e*
 Except after *c*
 Or when sounded like *a*
 As in neighbor or weigh.

Four of the words most commonly used in writing letters are exceptions to these rules: neither, leisure, foreign, height.

Words Misspelled Because of Wrong Pronunciation

If you will look, on page xvii, at the directions for learning to spell, you will see that the first step in learning to spell a word is to learn to pronounce it correctly. Any mispronunciation is

likely to lead to a misspelling. Some words are commonly mispronounced by omitting some sound in the word. Among such words are, "interesting," "personal," "practically," "government," "principally." Other words are misspelled by putting in sounds that do not belong. Such a word is "athletic." Other words are misspelled because of a wrong pronunciation of one or more parts of the word. Such words are "prejudice," "February," and "surprise." Emphasize particularly the correct pronunciation and enunciation of each syllable in the word that you are learning to spell. Emphasize the enunciation of the part of the word that you missed. Apply this advice to learning the following words which are often misspelled because of an error in pronunciation.

accompanying	February	literature	quantity
athletics	geography	permanent	satisfactorily
exceptionally	government	practically	scientific
extraordinary	liability	prejudice	superintendent

